



E.C.REEMS ACADEMY of Technology and Arts Charter School

CHARTER SCHOOL RENEWAL

TO THE OAKLAND UNIFIED SCHOOL DISTRICT

We are the Change!

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FOR THE TERM JULY 1, 2014 - JUNE 30, 2019

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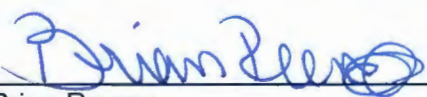
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Affirmations and Assurances


E.C. Reems Academy of Technology & Arts Charter School ("E.C. Reems Academy" or the "Charter School") will follow any and all other federal, state, and local laws and regulations that apply to E.C. Reems Academy including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School shall be deemed the exclusive public school employer of the employees of E.C. Reems Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend E.C. Reems Academy, and who submit a timely application; unless E.C. Reems Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to E.C. Reems Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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). [Ref. Education Code Section 47605(d)(1)]
7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. The Charter School shall ensure that teachers in E.C. Reems Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, E.C. Reems Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and 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. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
14. The Charter School shall on a regular basis consult with its parents and teachers regarding E.C. Reems Academy's education programs. [Ref. Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Brian Reems
President, Board of Trustees



Date

EXECUTIVE SUMMARY

Introduction

E.C. Reems Academy is a small, K-8 public charter school serving students in the severely economically depressed area of East Oakland. The majority of students at E.C. Reems Academy would otherwise attend Parker, East Oakland Pride, Howard Elementary, Barak Obama School, Frick, Elmhurst Community Prep, and Alliance middle schools. One hundred percent (100%) of the students come from ethnic minorities; 80% are African American and 17% are Hispanic or Latino. Eighty-three percent (83%) qualify for free or reduced lunch and 2% are English Learners. While serving this disadvantaged group of students, E.C. Reems Academy has achieved success across multiple metrics and continues to strive for even higher levels of success. It has also experienced some recent setbacks, which the school fully recognizes and is in year two of an action plan to remediate.

In this Charter, we will demonstrate that E.C. Reems Academy is academically sound, is an effective and viable organization, has been faithful to the terms of its charter, and has been reasonably comprehensive in its petition. While there have been some stressors in recent year, the institution has over 13 years of successful administration to see it through these challenges. The action plan already in place provides early evidence of success, and E.C. Reems looks forward to working with the district and under their oversight as it continues to accelerate its program. As such, we respectfully ask the Oakland Unified School Board to grant a five-year renewal of our charter, so that we may continue in partnership with the district to improve the academic outcomes for all of the children of Oakland.

Criteria 1: Academically Sound

Mission

E.C. Reems Academy provides a student-centered curriculum that enhances intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21st century.

Academic Program Tailored to Local Context

E.C. Reems Academy is committed to supporting the academic and social-emotional development of the youth of East Oakland. East Oakland is a community devastated by socioeconomic factors that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. Since its inception in 2000, E.C. Reems has worked in partnership with the district to increase the academic achievement levels of East Oakland's youth, predominantly African American children and children from low-income families. Over this period, we have realized a gain of 236 points in our overall Academic Performance Index and an equivalent gain for both our African American and Socioeconomically Disadvantaged students. While there is further work to be done, E.C. Reems has been a leader in the East Oakland community in taking on the hard work of reversing these trends and is committed to continuing this work under the granting of a new charter.

The academic program and learning environment at E.C. Reems Academy has been developed and refined with this population and the very real barriers of our community in mind.

1. Utilization of Data-Driven Improvements in Instruction, Assessment, Student Learning and Achievement to identify students performing at Below Proficiency (Basic/Below Basic) levels and provide Differentiated Instruction targeted at specific ELA and Mathematics Content and Practice Standards.

2. Implementation of High Yield Instructional Strategies (especially Inquiry-based Instruction and Learning and Explicit Teaching of Thinking skills) to engage students in project-based learning, focused on developing and applying higher order critical and creative thinking and problem solving skills around “authentic questions” and real-world problems and situations.

These factors contribute to increased academic achievement, matriculation, and social development skills among a population noted for high dropout rates, low academic achievement, higher juvenile and adult incarceration rates, and higher death rates. E.C. Reems Academy stands as a safe educational institution, in an otherwise violent community setting.

Improving Student Achievement

Under California Education Code Section 47607(a)(3)(A), the Oakland Unified School District (“OUSD” or the “District”) shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal. As such, E.C. Reems Academy respectfully asks the district to look at each of the following data sets to demonstrate our success in meeting the requirements for renewal under California Education Code Section 47607(b).

API Growth Target

The Charter School has attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school wide and for all groups of pupils served by the charter school. (Education Code Section 47607(b)(1))

E.C. Reems Academy **meets** this criteria, having met its growth target in the prior year (2012-13) overall and for each of its subgroups. Figure i.1 provides detailed numbers to demonstrate.

Figure i.1 E.C. Reems Academy API Scores and Growth Targets

Year	API Score	API Growth Target Overall	API Actual Growth Overall	API Growth Target AA	API Actual Growth AA	API Growth Target SES	API Actual Growth SES	Met Growth Target School wide and Subgroups
2013	711	5	+6	6	+7	5	+9	Yes
2012	699	5	-13	5	-19	5	-12	No
2011	709	5	+2	5	-13	5	-11	No
2010	707	5	-15	5	-19	5	-22	No

NOTE: Because the Base API score is reset each year, the API Growth may be more or less than the difference between the previous years Growth API score and the next.

E.C. Reems Academy recognizes that this figure shows a fluctuation in our API scores over the last charter term, however, it is important to note that the overall variance has been 12 points in total (a range of 699 to 711). Similar trends have been experienced by the Oakland Unified School District, which has an overall variance of 9 points in the same period (a range of 719 to 728), as well as by individual schools within the district.

In addition, the gains in the prior year should be recognized not only as meeting the criteria of Education Code Section 47607(b)(1), but also as a particular accomplishment within the local and state context. For the first time since 2002, schools across the state realized an overall drop in API scores in 2013.¹ Indeed, OUSD experienced its first loss in years with a drop of 7 points in its API. While E.C. Reems Academy's gain of 6 points may be modest, it bucked the trend of local and state API scores and is heading in the right direction for future success.

¹ STAR test scores decline for first time in a decade, August 8th, 2013. EdSource. Retrieved from <http://edsources.org/today/2013/star-test-scores-decline-for-first-time-in-a-decade/36992#.Up90wJQ4VZ8>

Similar School Ranking

The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. (Education Code Section 47607(b)(3))

E.C. Reems Academy **meets** this criteria, having maintained a Similar School Ranking of 4 or higher in the prior year and in all years of the current charter for which there is data available. The State of California has not released the 2013 Similar School Rankings at the time of this submission. However, E.C. Reems Academy meets this criteria even without the prior year data and anticipates that this ranking will be at or above the 2012 ranking given the increase in API score.

Figure i.2 E.C. Reems Academy Similar School Rankings

Year	Similar Schools Ranking
2012	4
2011	6
2010	6

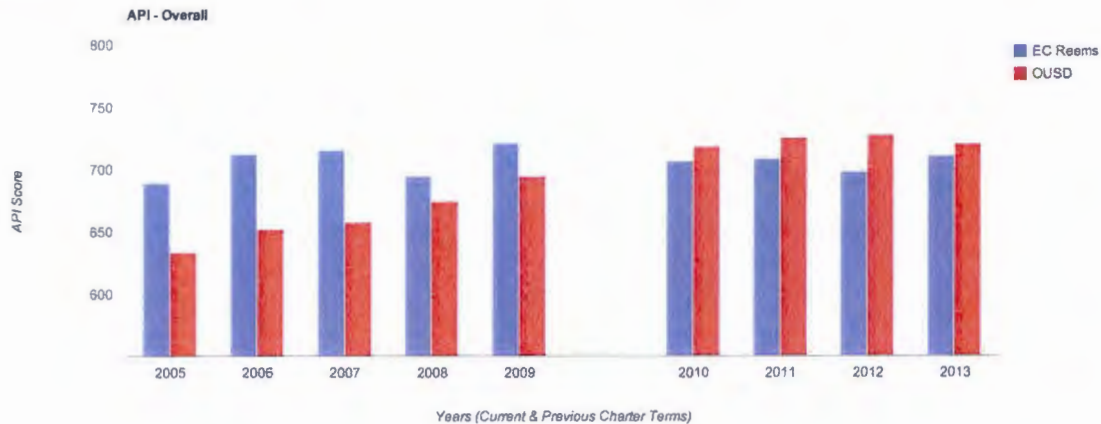
Performance Compared to Local Public Schools

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Education Code Section 47607(b)(4)(A))

E.C. Reems Academy entered the education landscape in East Oakland with a desire to increase achievement for its youth. In the previous charter term (2005-09), we were able to steadily increase the academic achievement of our overall population as well as for our significant subgroups: African American Students and Socioeconomically Disadvantaged Students. Overall and within these subgroups, students at E.C. Reems Academy achieved at higher levels than they would have at the schools they would have otherwise been required to attend.

During that period and during the present charter term (2010-2014), OUSD has experienced steady gains as well - something that E.C. Reems Academy applauds in this collective work. Concurrently, E.C. Reems Academy's growth has leveled off, not unlike OUSD's in the past four years. As such, the API score overall for E.C. Reems Academy has become more in keeping with the OUSD average during the past charter term. Indeed, the OUSD API is now higher, However, the demographic of students it represents is also quite different (30% African American students versus 80% at E.C. Reems Academy; 79% Socioeconomically Disadvantaged Students versus 83%). The importance of this difference will be discussed below. Figure i.3 provides numbers for both the previous and current charter terms to illustrate both the past and current trajectories.

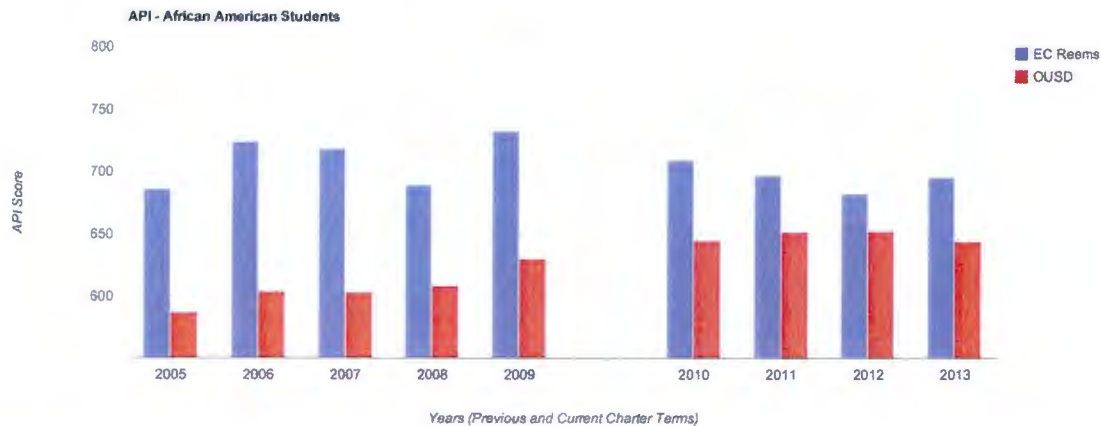
Figure i.3 API Scores for E.C. Reems Academy and OUSD, 2005-2013



While it is **important** to look at overall API Scores, in evaluating if students at E.C. Reems Academy are performing better than they would at schools they would otherwise be required to attend, it is **essential** to look at the specific subgroup we serve. East Oakland is not the same population as the Oakland Hills or even the increasingly gentrified Downtown and Fruitvale, and our students are precisely those students who have historically been most at risk: African American Students and Socioeconomically Disadvantaged Students. OUSD has taken significant steps in recognition of this crisis, establishing the Office of African-American Male Achievement under Chris Chathom. E.C. Reems shares this commitment to serving our African American youth, has made significant progress toward that end, and seeks a renewal of its charter precisely to continue this work.

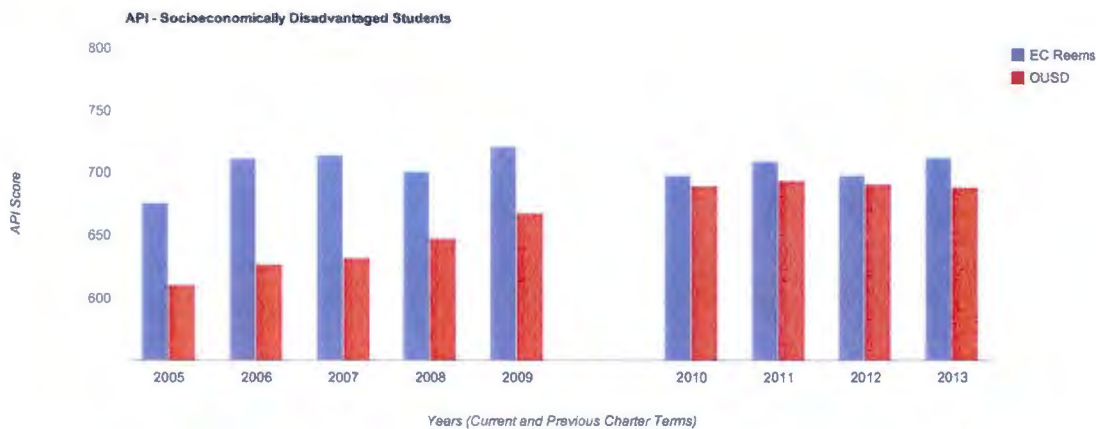
In both the previous and current charter term, African-American Students do better than they would at the schools they would otherwise be required to attend. Figure i.4 illustrates the achievement levels of African American students as compared to the district average. This does not mean that they are doing well enough yet - E.C. Reems Academy recognizes the gap that still exists for these youth - but they are doing better on average in our program than the district as a whole. And we are committed to continuing to close this gap for them in our next charter term.

Figure i.4 API Scores for African American Students at E.C. Reems Academy and OUSD, 2005-2013



A similar, though less dramatic, pattern exists within the subgroup of students who are socioeconomically disadvantaged. In both the previous and current charter term, these students do better than they would at the schools they would otherwise be required to attend. Figure i.5 illustrates the achievement levels of Socioeconomically Disadvantaged Students as compared to the district average. Again, this does not mean that they are doing well enough yet - E.C. Reems Academy recognizes the gap that still exists for these youth - but they are doing better in our program. And we are committed to continuing to close this gap for them as well in our next charter term.

Figure i.5 API Scores for Socioeconomically Disadvantaged Students at E.C. Reems Academy and OUSD, 2005-2013



In summary, the Charter School has **met and exceeded the minimum criteria for renewal** by meeting three of four of the possible criteria:

- Attaining its Academic Performance Index (API) growth target in the prior year both school wide and for all groups of pupils served by the charter school. (Education Code Section 47607(b)(1))

- Ranking in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year and in all years of this charter. (Education Code Section 47607(b)(3))
- The academic performance of the charter school outperforms the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Education Code Section 47607(b)(4)(A))

Strong Leadership

E.C. Reems Academy is led by an administrative team composed of the Chief Operating Officer and Principal, who work together to ensure successful implementation of curriculum designed to maximize student learning. The Team reports directly to the Charter School Board of Trustees, and they are responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Board of Trustees' major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and selecting and evaluating the top administrative staff. Finally, E.C. Reems has an internal School Site Leadership Team composed of the Lead Team and the Data Team (discussed below), which provide critical input to both the Administrative Team on the academic program and its implementation.

Chief Operating Officer/Executive Director

E.C. Reems Academy has benefitted from the consistent, strong leadership of Chief Operating Officer/Executive Director Lisa Blair since August 2000. Ms. Blair brings decades of experience to this role from various educational disciplines and has galvanized corporate and community resources to help guide the students toward achieving at their highest potential.

Ms. Blair holds an MA from the University of Southern California and a BA from the University of California at Santa Barbara. She has 30 years of teaching and training experience and 25 years of academic administration and management experience. She completed coursework in Superintendents Training through USC's Continuation Program. She served on the Board of Directors of Oakland Community Organization (OCO/PICO National Network), and is a Member of the City of Oakland Chamber of Commerce, California Charter School Association (CCSA), National Middle Schools Association, National Elementary School Association, and National Principal Elementary School Association.

Principal

In the past year, E.C. Reems added a position to the leadership team by hiring a new Principal, Dr. Paul Organ. Dr. Organ has taken over management of the instructional program of the school, allowing Ms. Blair to focus on the fiscal and institutional management. Prior to joining E.C. Reems, Dr. Organ was the Dean of Students and Vice Principal at San Jose Conservation Corps Charter School where he was responsible for providing Student Support Services (counseling and career guidance), implementation of student discipline/behavior improvement policies and procedures, and on-site instructional support and professional guidance for teachers completing BSTA Accreditation, including incorporation of national Common Core Curriculum Standards. He also served as Head of School at Howard University Middle School of

Mathematics and Science, where he developed and implemented the foundational infrastructure, administrative policies and procedures, student support services, academic curriculum and school culture for newly opened public charter middle school on Howard University campus. While there, he implemented a school-wide process utilizing individual and school aggregate data from initial DC-CAS and DBAS testing, to develop data-driven test preparation, and student performance improvement interventions, that resulted in Middle School successfully passing DC-CAS school standards

Board of Trustees

The Charter School's governing board is composed of a maximum of eleven members, which include a mix of representatives from local community-based organizations, businesses, universities, teachers, parents, students, and OUSD representatives (if desired by the district). The current Board of Directors includes the following:

- **Dr. Ernestine C. Reems, Life President** - Dr. Ernestine Cleveland Reems is the Founder and Senior Pastor of Center of Hope Community Church in Oakland, CA. While functioning as Pastor for over 39 years, Dr. Reems has impacted her local community by providing for those in need through the development of a food feeding ministry, the E.C. Reems Academy, a 150 unit affordable housing complex, a 56 unit building for senior housing, and a 17 unit transitional facility for homeless single women with children.
- **Brian Reems, Designated President** - Mr. Reems leads the Board of Directors, following in his mother's footsteps and with a lifelong passion and immersion in the work of E.C. Reems community services and ministries. In a community plagued by violence and household instability, Mr. Reems brings essential expertise in social work and child safety through his experience as a Supervisor for Protective Services for San Francisco County.
- **Adrienne Shelton Byias, Treasurer and Ombudsman** - Ms. Shelton Byias is a Senior Gas Trading Analyst for PG&E's Gas Transmission System, performing financial planning and analysis. She brings to the Board extensive experience in accounting, auditing, financial reporting and financial planning and analysis.
- **Keith Courts, Secretary** - Mr. Courts is the Black Males Initiative Coordinator at E.C. Reems, having previously worked as both a Middle School Teacher and the Dean of Summer School. Mr. Court brings a decade of work with the E.C. Reems student body and academic program to the table in his role as one of the Board of Directors.
- **Dr. Connie Davidson** - Connie Davidson Ed. D., is the founder and CEO of Education Communities and a Faculty member at CalStateTEACH at California State University, Monterey Bay. A former secondary school teacher in San Leandro California, Connie is also a National Teacher Trainer.
- **Kirby Harris** - Kirby Harris is a native of Oakland, growing up a short distance from E.C. Reems Academy. Mr. Harris is currently a Partner at Base Ventures an early stage technology investment fund based in Oakland, bringing with him expertise in strategic planning, finance, and development.
- **Zelon Harrison** - Zelon Harrison brings a wealth of experience in early childhood education, family training and support, and crisis management from years working at Covenant House, Mutual Assistance Network, The Birthing Project, Wind Youth Center and Oakland Youth Services.
- **Maisha Alisse House-Asemota** - Maisha House-Asemota is a Senior Financial Analyst at Intel Corporation where she performs financial analyses, provides deal evaluation support for business partnerships and M&A transactions, and recommendations for new products and manufacturing start-ups.

- **Amber Lee** - Amber Lee was is an Oakland native and product of Oakland Public Schools, raised by first-generation, immigrant, working class parents. It was in college at UC Berkeley, where she majored in Sociology and minored in Education, that she became impassioned by how the dynamics of race, ethnicity, class, and gender impact a person's access to, and quality of, education. Ms. Lee has worked the last decade as a social worker working with foster children and their families and brings this experience to our Board.
- **Lee Lancaster** – Lee Lancaster is currently a Juvenile Detention Counselor III and the lead counselor for Marin County Juvenile Hall. He completed Leadership Academy at Dominican University and serves on the Cultural Diversity Committee and the DMC (Disproportionate Minority Contact) with the Marin County Probation Dept. He served as the Community Coordinator program assistant at Ralph J. Bunch High School; founded a Youth Mentoring Program, and served as SB65 Outreach Consultant at Dewey High School. Mr. Lancaster holds a B.A. in Political Science from Cal State Hayward.
- **Kelvin McIver** - Mr. McIver is an Internal Auditor at Wells Fargo Bank and brings his expertise in financial modeling, auditing, and accounting to E.C. Reems Academy.
- **Saadiqah Raashid** – Saadiqah Raashid holds certification in kinesiology, phlebotomy, and massage therapy and will bring knowledge and community connections in the area of health and wellness to our Board.

School Site Leadership

The EC Reem's School Site Leadership team, provides critical input to the Principal and Chief Executive Officer around curriculum, instruction, and assessment. In addition, they serve as instructional leaders supporting their peers in their practice. The School Site Leadership Team is composed of Lead Team Coordinators and Data Team members. The Lead Team Coordinators primary responsibility is curriculum, ensuring alignment to standards and efficacy of practice. To support the school in its transition to the California Common Core Standards (CCCS), Lead Team Coordinators attended the Alameda County Office of Education Common Core Standards trainings in both English Language Arts and Math. The Data Team members' primary responsibility is to interpret assessment data and inform teachers in use for differentiated instruction. These leaders meet with their team members twice monthly and monitor grade level improvement.

A Focus on Continual Improvement

While E.C. Reems has met the minimum requirements for charter renewal as outlined above, it also recognizes the need for continued improvement to further elevate and accelerate academic achievement. When the school's API dipped in 2010 and again in 2012, we began an in depth analysis of our strengths, weaknesses, opportunities, and threats. As discussed above, a Data Team of teachers was formed and charged with overseeing our assessment practice: supporting in reliable implementation of assessments, careful analysis to identify strengths and weaknesses, action planning with teachers to address deficits, and active coaching in the area of differentiation. Lead Program Coordinators attended in depth training with ACOE to prepare them in leading the school's change to the Common Core standards. Finally, administrative capacity was added through the hiring of a new Principal.

Figure i.6 provides a detailed list of the identified strengths and steps for continual improvement identified within each of the high leverage areas. E.C. Reems Academy has implemented these

steps in the 2013-14 school year and is committed to continuing their implementation and further refinement in the next charter term.

Figure i.6 E.C. Reems Academy Strengths and Steps for Continual Improvement

	Strengths	Steps for Continual Improvement (currently in progress)
Academic Program	<ul style="list-style-type: none"> • Framework aligned to previous state standards to ensure students matriculated from one grade to the next with requisite knowledge and skills 	<ul style="list-style-type: none"> • Alignment of literacy and math curriculum to new California Common Core Standards (CCSS) • Review and revision of the curriculum map to ensure K-8 cohesion and alignment to CCCS and California State Standards (CSS) • Integration of proven and promising technologies to support student engagement, differentiation, and achievement • Professional Development for teachers in CCSS
Instructional Strategies	<ul style="list-style-type: none"> • Utilization of High-Yield Instructional Strategies (inquiry Based Learning, Close Reading of Text, Explicit Teaching of Thinking Skills and a Mathematics-concept Rich education) to enhance student performance, engagement and enjoyment of the learning process. • Ongoing feedback and support for effective instruction at the Classroom, Grade, and School Faculty levels. 	<p>Steps for Continual Improvement</p> <ul style="list-style-type: none"> • Classroom and Grade Level Curriculum, Scope and Sequence, Lesson Plans and Assessments will be reviewed on a trimester and annual basis by School Leadership team to assess the implementation and effectiveness of High Yield Instructional Strategies. <p>Teachers will receive ongoing professional development training in the utilization of High-Yield Instructional Strategies that are based upon Marzano's Principles of Effective Teaching and the Danielson Framework for Teaching and Evaluation.</p>
Assessment	<ul style="list-style-type: none"> • Data-driven instruction in Primary grades (K-2) • Data-driven instruction in Language Arts and Math. • Individual and small group intervention, based on assessed needs 	<ul style="list-style-type: none"> • Consistency of data-driven instructional practices across grades and subjects, with a focus on increasing efficacy in 3rd - 8th grades and in Social Studies and Science • Continued Professional Development in using online assessment data to inform instruction.

	<ul style="list-style-type: none"> • Initial training in using online assessment tools to measure achievement and inform instruction (OARS, Accelerated Reader, and Accelerated Math) • Family orientation dedicated to understanding assessment measures and facilitating reporting • Student 	<ul style="list-style-type: none"> • Integration of performance-based assessments, in alignment with SBAC • Development of teachers ability to make real time assessments of student learning to inform daily instruction • Development of rubrics and online assessment tools, to enable students to monitor and assess their learning
Learning Environment	<ul style="list-style-type: none"> • Small class size • Safety • A student population that represents East Oakland 	<ul style="list-style-type: none"> • Single gender classes in the middle years, to address the emergence of male underperformance in these years • Continued partnership with local CBOs working to reduce violence in East Oakland
School Culture	<ul style="list-style-type: none"> • Formal and informal parent-teacher communication 	<ul style="list-style-type: none"> • Implementation of Effective Limit Setting protocol, by Robert McKenzie, in the classroom and across the school
Parental Involvement	<ul style="list-style-type: none"> • Frequent communication between teachers and parents • High levels of satisfaction with rigor, class size, teacher support, and learning environment • High level of volunteering among satisfied families 	<ul style="list-style-type: none"> • Reframing of the Parent Teacher Organization (PTO) to provide both parent education and engagement opportunities • Development of family learning experiences on campus, including a focus on reading to promote literacy and health and wellness to reduce illness that contributes to absentee rates • Online access to student grades and online communication between parent and teacher
Governance	<ul style="list-style-type: none"> • Recent board training 	<ul style="list-style-type: none"> • Continuing to strengthen understanding of Board responsibilities, as the Board is relatively young • Leveraging the strengths within Board members in supporting the school mission
Fiscal Accountability	<ul style="list-style-type: none"> • Balanced budget for Year 1, 2, and 3 of last charter term 	<ul style="list-style-type: none"> • Continue to increase enrollment • Reduce staff in order to maintain healthy student to staff ratio (too many

		staff were retained when enrollment declined) <ul style="list-style-type: none">• Restore fund balance to the minimum 3% by the end of the 2014-15 school year, by keeping our annual surplus from operations at or around \$200,000 per year.
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Criteria 2: An Effective and Viable Organization

Responsible Governance

E.C. Reems Academy has worked to recruit a Board of Trustees equipped with the knowledge and skills necessary to successfully take our school through its next charter term. While a relatively new board, the school believes it now has the right people in place to meet its mission. This Board has received training in their governance and fiduciary responsibilities, and will receive ongoing training to continue to support them in their roles as stewards of the school. Please see the list of Board members earlier in this section, for an overview of roles, responsibilities, and areas of expertise.

Fiscal Accountability

E.C. Reems Academy maintained a positive balance and strong fiscal health through the first three years of this charter term. Achievements include:

- A balanced budget-through year three.
- Increased reserves from the mandated 3% budget reserve to a 5% budget reserve contingency through year three.
- Annual audit reports that are free from significant findings, through year four.

The shift after year three was due to a drop in enrollment, as a result of a rift within the school community following the dismissal of a teacher. The school held on to its staff in hopes of increasing enrollment, but ultimately we were overstaffed for the enrollment we had resulting in a negative budget in year four and five of the charter and a significant finding in the year five audit. All of this happened at an already difficult time for independent charter schools, due to reduced funding and increased deferrals of payment for state dollars.

Recognizing this peril, E.C. Reems Academy secured a new back office financial services provider, Charter School Management Corporation (CSMC), to support it in analyzing its fiscal well-being and strategizing on how to reverse this course. CSMC along with the school Administrative Team are indeed turning the school and its finances around. Enrollment has stabilized and attendance rates are increasing, which have added to the fiscal health of the school. Additionally, staffing has been reduced to better reflect the current enrollment. At the current rate, the school back office and auditors have stated they feel confident that the school will be able to correct its fiscal accountability. The school should run a positive budget in the coming year and rebuild its 3% budget reserve in 2014-15, as demonstrated in our Five-Year Budget and Budget Narrative found in the Appendix of this charter.

Stable Leadership and Faculty

As discussed earlier, E.C. Reems Academy has benefited from the consistent leadership of Executive Director Lisa Blair since 2000. In addition, the stability of the teaching staff is a key aspect of student achievement. While E.C. Reems Academy experiences about a 30% turnover annually, it maintains a core group of teachers who have worked at the Charter School for six years or longer and provide a historical understanding of success at the Charter School. These teachers serve as Lead Team Coordinators and are responsible for three grade levels or six classes and serve as an adjunct to administration.

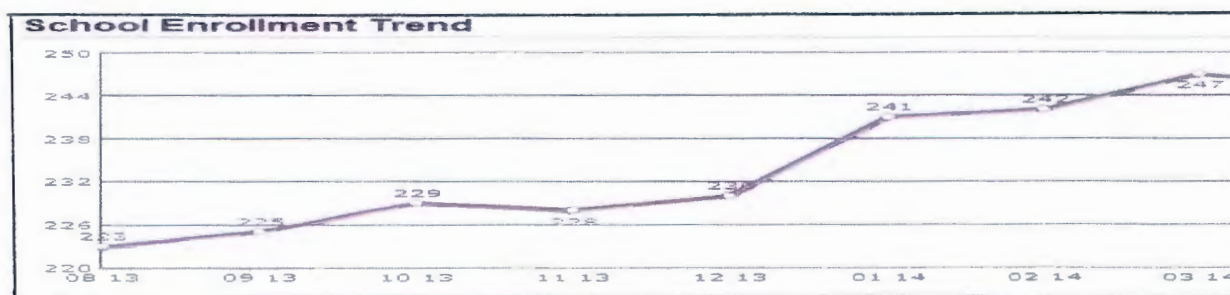
High Attendance & Enrollment

The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis. E.C. Reems Academy has maintained strong attendance rates over the past term of its charter, averaging 95.5 %, which is on par with the OUSD average. In the current year, with program improvements, better tracking systems and policies and procedures in place, we projecting an increase to a 96.5% ADA rate.

In addition to high attendance rates, E.C. Reems Academy maintained high enrollment in the first three years of its charter. While those numbers dipped after an internal rift in our community, they are beginning to climb back up again. For the current year, we have an enrollment of 247 students and intend to grow this enrollment by 15% a year to reach capacity again of approximately 350 students in 2017-18. Over our longer history, we have consistently been able to maximize enrollment and expect to be able to do so again in the next charter term. Figure i.7 provides a breakdown of our enrollment numbers.

Figure i.7 E.C. Reems Enrollment Numbers

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Overall
2014	23	32	30	28	22	21	35	31	27	247
2013	21	28	36	25	21	19	32	30	25	237
2012	38	42	32	37	40	35	46	49	40	359
2011	35	42	31	35	38	36	47	50	42	356
2010	32	37	36	38	35	34	38	42	41	334



High Family Satisfaction

E.C. Reems Academy actively seeks parent input through a variety of channels including the parent committee, parent representatives on the Board of Directors, an annual parent survey, and direct parent contact. In the 2014 Family Survey, E.C. Reems Academy earned high marks in areas directly correlated to the State Priorities:

- 85% to 90% of families agree or strongly agree that the school values their participation, stays in regular contact with them about their child's progress, and provides information in a way that is understandable and accessible.
- 84% to 87% of families agree or strongly agree that the school holds high expectations for their child and differentiates to support their child in meeting these expectations.
- 88% of families feel the school respects all cultures and diversity.

Based on these same surveys, E.C. Reems Academy will continue to develop to meet family needs in areas of family learning and wrap-around supports – providing volunteer training, health education, child development education, and community services. These are essential for the clients we serve and we are committed to providing these services in the next charter term.

Community Partnerships

E.C. Reems Academy began as an outgrowth of local partner Oakland Community Organizations ("OCO"), a coalition of churches and families that had successfully advocated for such things as speed bumps on busy residential streets and small class sizes in local public schools. It was a core group from OCO that were focused on education that developed the charter petitions for five small community schools, one of which was E.C. Reems Academy.

E.C. Reems Academy maintains this partnership with OCO and is committed to working with community-based organizations to maximize its offerings for students and their families. Current partners include but are not limited to:

- Oakland Community Organizations ("OCO")
- Youth Uprising
- LPS – Oakland R&D
- E.C. Reems Community Service, Women on the Move (Health and Employment Training Initiative)

School Environment

The E.C. Reems Academy campus is a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools. 75% of families feel that the campus itself is safe, and 76% feel it is a safe place to learn. E.C. Reems Academy will continue to improve these numbers, providing an oasis of safety within our community.

Criteria 3: Faithful to the Terms of the Charter

In accordance with its original charter, E.C. Reems Academy has provided a program that enhances the intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21st century. As will be evident in this charter, the school has stayed true to its mission, educational

philosophy, instructional strategies, and organizational design principles. It has met the minimum requirements for renewal under state law and looks forward to accelerating student's achievement and strengthening its finances in the next charter term.

Criteria 4: A Reasonably Comprehensive Petition

As has been expressed in the Executive Summary, E.C. Reems has a comprehensive plan and petition to ensure that the school will be strong in its academics, finances, safety, and governance. It fully recognizes the challenges it has incurred in the past two years, and has the strength of the decade of experience prior to these challenges to help us see through these times. Further detail on this program, as well as all necessary assurances are found within A-P of our charter. These sections include but are not limited to details on:

- Educational Program
- Measurable Student Outcomes
- Methods Of Assessment
- Governance Structure
- Employee Qualifications
- Health And Safety Of Pupils And Staff
- Racial And Ethnic Balance
- Admissions Requirements
- Financial Audit
- Pupil Suspension And Expulsion
- Staff Retirement System
- Public School Attendance Alternatives
- Employee Return Rights
- Dispute Resolution
- Labor Relations
- School Closure Procedures
- Budget and Financial Reporting
- Insurance
- Administrative Services
- Facilities
- Attendance Accounting
- Reporting
- Potential Civil Liability Effects

Conclusion

The Board, staff, administration and parents of E.C. Reems Academy are proud of the progress the Charter School has made. This body is equally encouraged that the school will rise above the plateau it has experienced in the past two years. The school has survived the worst of times and is seeing an increase in academic results as well as fiscal stability. When district and state test scores dropped, those at E.C. Reems went up. The school met API and AYP goals, placing it in "Safe Harbor." And its students continue to complete the eighth grade with strong GPAs, which in turn support them in acquiring entrance to small charter high schools, larger district high schools, and private high schools (often with full scholarships).

Financially, the past two years have been difficult. The economic downswing impacted urban areas and created higher mobility than usual. Many parents left the state and northern California to live in areas with more jobs and lower costs of living. Deferred state funding also affected the

schools financial portfolio. However, the school has made the necessary adjustments to recover from its economic slump. The financial health of the school is improving and as indicated in the five year budget, will again be positioned to succeed in the long-term.

Our parents recognize the difficult times, but support the school as it rises above the plateau. Many of our former parents who have left the school are now in the process of returning, to bring back students who had transferred out or moved away, or to enroll younger siblings and children of our graduates. The primary reason they return is that their children received a strong educational base to succeed in life. Graduates of E.C. Reems Academy are also enrolling their kindergarteners because they recognize the school for its academic strengths. As a result, interest in E.C. Reems Academy is on the rise as parents and students again witness the resurgence. Our enrollment is increasing with plans to increase the number of classes per grade and introduce a T-Kindergarten.

Likewise, our staff is well poised to take on the work ahead and help E.C. Reems Academy continue its rise from the plateau. As stated earlier, teacher turnover has been low with an average tenure of six years. While we have seen teachers leave to advance in their career (i.e. serving as program coordinators, college instructors), we have maintained a solid core and added experience as we replace vacated positions. This team has both the experience and excitement to take E.C. Reems Academy into the era of Common Core Standards. In addition, with the retirement of our Vice Principal and one of our Office Administrators, we have been given the opportunity to restructure the school to provide for efficient and effective administration.

Finally, these changes take place as the state makes a significant transition into the Common Core standards. E.C. Reems Academy has been working diligently to prepare for this transition, and also appreciates the grace year it provides in terms of accountability as the school works to continue to raise achievement with its Safe Harbor status. E.C. Reems looks forward to the opportunity to demonstrate its student's growth when accountability measures are reinstated, under CalMAPP in its next charter term.

E.C. Reems Academy is a healthy member of the East Oakland community, supporting families, providing hope and educating are youth to succeed academically and socially in life. We are the change in the lives of many. Over 500 students have matriculated to high school and as the result of attending our school have are and have been successful in high school, graduating and entering college. We look forward to the opportunity to prepare another 500 students and more in the years to come, partnering with the district to help all of Oakland's students thrive.

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Element A: Educational Program

Education Code 47605(b)(5)(A)(i)-(ii)

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Mission Statement

E.C. Reems Academy provides a student-centered curriculum that enhances intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21st century.

Vision Statement

E.C. Reems Academy is recognized as a school that empowers local youth with the tools to academically succeed in life.

Motto

"Educating Urban Youth to Succeed in Life. We are the Change."

Attendance

Students at E.C. Reems Academy attend school 8:00 am to 3:00 pm Monday, Tuesday, Thursday and Friday and 8:00 am to 2:00 pm on Wednesday. Students attend school 180 days per year, exceeding the required 175 days for charter schools. As such, E.C. Reems Academy exceeds the minimum number of annual instructional minutes outlined in Education Code 47612.5, which requires OP to offer each fiscal year, at a minimum, the following number of minutes of instruction:

1. For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
3. For students in 4th and 8th Grade: 54,000 minutes.

In addition, E.C. Reems Academy offers homework help from 3:00 to 4:00 pm daily (2:00 to 3:00 pm on Wednesdays) and an After School Program through ASES until 6:00 pm each day.

Target Pupil Population - Ethnicity and Grade Levels

The primary focus of Ernestine C. Reems Academy of Technology & Arts is academic achievement in preparation for entrance into college, providing students with the skills needed to become an educated people in the 21st Century. While the Charter School is open to all students in the State of California as mandated in Education Code 47605(d)(2)(A)-(B), it has a historical focus of serving the students of East Oakland.

East Oakland is a community devastated by socioeconomic factors that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. Educational opportunities are often considered a by-product of subculture survival. Ernestine C. Reems Academy of Technology & Arts offers a learning environment that invests in low teacher-pupil ratios, direct attention to individual pupil needs, identification of individual pupil learning styles, one-on-one support, real-world experiences and exposure, health education and support, parent training, social and psychological support for pupils and parents, teacher induction and retention training to foster a better understanding of community dynamics that impact learning, and tools to reinforce and continue to engage teachers in an at-risk community, thus reducing teacher turnover and improving academic and social continuity. These factors contribute to increasing academic achievement, matriculation, and social development skills among a population noted for high dropout rates and low academic achievement, and statistics that support an increase in juvenile and adult incarceration and death rates. E. C. Reems Academy stands as a safe educational institution, in an otherwise violent community setting.

Currently, eighty percent of the pupils are African American and seventeen percent are Hispanic. While the Charter School's demographics mirror the neighborhood demographics, no ethnicity is discriminated against; all races and ethnicities are welcome to attend E.C. Reems Academy. The K-8 pupil population ranges between 250 to 354 students. The maximum number of students is confined by the size of the facility and does not allow for additional growth. As mandated in Education Code 47605(d)(2)(A)-(B), the Charter School will serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery will be held.

How Learning Best Occurs

As an extended elementary school, classes operate in self-contained environments, where pupils remain with their teacher during all core subject studies. Teachers and instructors other than the home grade teacher teach computer, art, music, and physical education courses.

Learning best occurs through project-based learning and scaffolding models that integrate reading and analysis as the foundational tools for learning. Further, small classroom populations, 20:1 grades K- 4, 25:1 grades 5- 8, provide a learning environment where the K-8 teacher can teach in whole groups or clusters while addressing and meeting each pupils academic and social needs; when grades 9-12 are added, it will have a pupil-teacher ratio of 25/27:1. All teaching methods will support multiple-intelligence learning styles producing individual and group work. Instructional strategies such as tactile/kinesthetic, clustering/mind-mapping techniques, peer editing/writing as process, and interdisciplinary curriculum planning will be used to empower pupils to become self-motivated, responsible learners.

Learning is enhanced through the development of character education building blocks and the Guiding Principles, borrowed from the Seven Principles of Kwanzaa, to train pupils in social

skills development. These tools contribute to personal behavioral success and respect for process and procedures that support classroom management and hence increased levels of academic achievement.

What It Means to be an Educated Person in the 21st Century

Overview

The Charter School's goal is to enable pupils to become self-motivated, competent, lifelong learners.

The 21st century is a major departure from the 20th century. The industrial era required citizenry to learn to think logically and linearly. The 20th Century developed an educational framework that produced workers to support industrialization, .i.e. production. The 21st century departs from this concept of educational framework. The citizenry no longer operates under the auspices of manufacturing assembly lines, or a system delivery that required employees to function using an assembly line thought process and mentality. The 21st century is systems-centered, where educated people must learn core and non-core subjects using 'think smart technology', while learning to predict situations and outcomes based on current information, i.e. educators must teach critical thinking skills.

Educated people must envision the big picture, thus enabling them to visualize system transitions, to not only forecast but also develop new protocols to support change, i.e. educators must teach systems thinking. The 21st century is a computer-oriented century, where nanotechnology is the wave of the future. Educated people must become knowledgeable about technology, its uses, and how to apply them at home, or work, i.e. educators must become a part of the technology revolution and teach, as well as use technology in the classroom. We are also becoming a sustainable environment whereby people must understand relationship issues regarding leadership, civic culture, behavior, personal finance, and ecology – the relationship between earth and man, i.e. educated people must be astute in subjects that foster sustainability and lifelong learning habits. Educated people must be global thinkers.

Living in a global environment requires a level of sensitivity and understanding of world cultures. Given that we are training future leaders, we strongly promote multiculturalism, integrating culture, ethnicity, art, and technology into the core subjects to provide an understanding and awareness of world cultures and how they interact on a global basis.

Academic achievement, social acuity, and civic responsibility are the major components needed to become an educated person in the 21st Century.

Standards

E.C. Reems Academy is committed to full alignment with the Common Core State Standards (CCSS) and the California State Standards (CSS) as the foundation of its educational model and approach to Instruction, Learning and Assessment. The following overarching goals for student proficiency, competency and mastery of the CCSS and CSS, clearly and concisely summarize the academic goals and expectations that E.C. Reems Academy has for its students, teachers, staff and community/family.

Academic Goals

- Students who are 21st century ready in English language arts will show a mastery of close-reading strategies and be critical readers, writers and speakers in an age of information. They will do so with cogent reasoning and use of evidence that is essential to both private deliberations and responsible citizenship in a democratic republic.
- Students who are 21st century ready in mathematics will be capable problem solvers equipped with habits of mind that include the abilities to reason abstractly, apply mathematical understandings to new situations, use precise language, and construct viable arguments, as well as persevere in a variety of the mathematical activities.
- Students who are 21st century ready in science will extrapolate and apply scientific research and inquiry methods to use concepts native to biology, earth sciences, ecology, and physics to everyday life as a means of supporting higher learning strategies.
- Students who are 21st century ready in history and social studies will comprehend and demonstrate civic, historical, and geographical knowledge that produces an understanding of cultural dynamics, relationships, and global dependencies.
- Students who are 21st century ready in visual and performing arts will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.
- Students who are 21st century ready in physical education and health will have the concepts and skills to assess their physical well-being and engage in activities to support good health and recreation.
- Students who are 21st century ready in world languages will leave 8th grade with a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.
- Students who are 21st century ready technology will demonstrate an understanding of computer, and multimedia skills designed to support learning and will contribute to their ability to communicate ideas and thoughts using 21st century technology.

Social, Emotional and Behavioral Goals

- Students who are 21st century will develop the personal qualities necessary to support social development and enable them to participate in society as functioning adults, including character development, conflict resolution and mediation, citizenship and leadership skills, and service and stewardship skills development.
- Academically, pupils demonstrate study skills, critical thinking skills, planning skills, time management skills, and process skills that will underlie, and support academic achievement throughout their adult lives.

In addition to these content area goals for student achievement, the primary goals of the educational process and school environment of E.C. Reems Academy are to instill a love of reading and learning; stimulate a curiosity for knowledge; and develop the critical and creative thinking and problem-solving skills required of a life-long learner in the 21st century.

For the students (and families) that attend E.C. Reems Academy, these academic and developmental goals and outcomes must be pertinent and relevant to the conditions, demographics, cultures, communities and histories of East Oakland and Bay Area. In addition to academic preparation, E.C. Reems Academy provides its students with life-skills and character development training, and community service opportunities, which prepare them to be self-directed learners and productive, informed and committed citizens.

Educational Model, Philosophy, and Approach to Education

The CCCSS and CSCS emphasize student mastery of in-depth, content-specific core knowledge, and the development of students' critical and creative thinking and problem-solving skills. To successfully meet these goals for students, E.C. Reems Academy employs a learning model rooted in the following practices:

- The implementation of Inquiry-based Instruction and Learning and High Yield Instructional Strategies (specifically Inquiry-based Instruction and Learning), will facilitate students developing and applying their content knowledge, higher order critical and creative thinking and problem-solving skills, to real-world situations.
- Data-Driven Improvements in Instruction, Learning and Assessment, utilizing data generated from ongoing Normative and Summative Testing, Student Work and Classroom Assessments will be used to assign students to Response To Intervention (RTI) Groups that receive Differentiated Instruction targeted at improving student proficiency and mastery of specific ELA/Math Content and Practice Standards.
- The Effective and Innovative Integration of Technology with Data-Driven and Inquiry-based Instruction, Learning and Assessment will be a primary focus of Teacher Professional Development, Support and Evaluation.
- Teachers, staff, students, parents and family members will receive ongoing training in the Effective Limit-Setting and Classroom Management strategies and practices.

Curriculum and Instruction Design

Overview

A. Instruction, Learning and Assessment

1. EC Reems Academy utilizes the California Common Core State Content and Practice Standards (CCCSS) as the foundation of its educational model and approach to Instruction, Learning and Assessment.
2. The following overarching goals for student proficiency, competency and mastery of the California Common Core State (CCSS) Content and Practice Standards, clearly and concisely summarize the academic goals and expectations that EC Reems Academy has for its students, teachers, staff and community/family:

a. *"CCSS GOAL for ELA/Literacy Ready Student ...students who meet the standards will show a mastery of close-reading strategies and be critical readers, writers and speakers in an age of information. They will do so with "cogent reasoning and use of evidence that is essential to both private deliberations and responsible citizenship in a democratic republic."*

b. *"CCSS GOAL for Mathematics-Ready Student... 21st century mathematics-ready students will be capable problem solvers equipped with habits of mind that include the abilities to reason abstractly, apply mathematical understandings to new situations, use precise language, and construct viable arguments, as well as persevere in a variety of the mathematical activities."*

c. In addition to these academic goals for student achievement, the primary goals of the educational process and school environment of E.C. Reems Academy are to instill a love of reading and learning; stimulate a curiosity for knowledge; and develop the critical and creative thinking and problem-solving skills required of a life-long learner in the 21st century.

d. For the students (and their families) that attend E.C. Reems Academy, these academic and developmental goals and outcomes must be pertinent and relevant to the conditions, demographics, cultures, communities and histories of East Oakland and Bay Area. In addition to academic preparation, E.C. Reems Academy provides its students with life-skills and character development training, and community service opportunities, that prepare them to be self-directed learners and productive, informed and committed citizens.

3. The CCCS ELA and Math Content and Practice Standards' emphasize student mastery of in-depth, content-specific core knowledge, and the development of students' critical and creative thinking and problem-solving skills.

a. The implementation of Inquiry-based Instruction and Learning and High Yield Instructional Strategies (specifically Inquiry-based Instruction and Learning), will facilitate students developing and applying their content knowledge, higher order critical and creative thinking and problem-solving skills, to real-world situations.

b. Data-Driven Improvements in Instruction, Learning and Assessment, utilizing data generated from ongoing Normative and Summative Testing, Student Work and Classroom Assessments will be used to assign students to Response To Intervention (RTI) Groups that receive Differentiated Instruction targeted at improving student proficiency and mastery of specific ELA/Math Content and Practice Standards.

c. The Effective and Innovative Integration of Technology with Data-Driven and Inquiry-based Instruction, Learning and Assessment will be a primary focus of Teacher Professional Development, Support and Evaluation.

d. Teachers, staff, students, parents and family members will receive ongoing training in the Effective Limit-Setting and Classroom Management strategies and practices.

B. Professional Development, Support and Evaluation

1. Creating and sustaining learning environments that facilitate this type of instruction and learning will require significant resources and changes in how teachers teach, how students learn, and how both processes are assessed with relevant data that is used to constantly improve Instruction, Learning and Assessment.

2. Professional Development for teachers and staff at EC Reems is based upon the Professional Learning Community (PLC) and Cycle of Inquiry models and practices.
 - a. Developing, supporting and sustaining a Professional Learning Community is critical to a school-wide implementation of the CCSS-based Educational Model. Teachers and Staff will be provided with PLC trainings and consultations on an ongoing basis.
 - b. Teachers will conduct weekly, monthly, trimester and annual Grade Level Team Meetings and All Faculty meetings, utilizing an ongoing, Professional Learning Community "Cycles of Inquiry" approach to identifying and resolving Grade-level and School-wide professional development challenges.
3. Teachers will be encouraged and supported in identifying, utilizing and sharing on-line, digital and other alternative educational resources with other members of the Professional Learning Community, especially those that are CCSS-based.
4. Teachers will also participate in ongoing professional development activities and trainings provided by:

Alameda County Department of Education,

East Bay Charter School Alliance,

Oakland Unified School District and other local School Districts

CalState Teach iSeminars on Digital Integration of Technology

Other local and regional resources for educational professional development.

EC Reems Educational Models

1. Curriculum

Implementation of a California Common Core State Standards for English Language Arts and Math, Content and Practice Standards-based Curriculum Scope and Sequence, Lesson Plans, Academic Activities, Normative and Summative Assessments.

2. Instruction

A. Training and Implementation of High Yield Instructional Strategies

(*Inquiry Learning*, Close-Reading of Text, Explicit Instruction of Thinking Skills and Concepts-rich Mathematics Instruction)

B. Data-Driven Improvement in CCCSS-based Classroom Instruction, Learning and Assessment

C. Classroom Integration and Utilization of Technology

D. Differentiated Instruction and Learning for Response To Intervention Student Groups

E. Effective Limit-Setting and Classroom Management

3. Learning

A. Inquiry-based Learning that is student-centered and student-directed,

project-based, focused on improving students' proficiency, competency and mastery of ELA and Mathematics core knowledge, and developing students' understanding and application of higher order critical and creative thinking and problem-solving skills that are focused on real-world situations.

B. Inquiry-based Learning that is authentic, engaging, challenging and rigorous, that facilitates the growth and development of students' study and learning skills and inspires them to be life-long learners

C. Classroom Integration and Utilization of Technology to improve students proficiency, competency and mastery of ELA and Math Content and Practice Standards, and to develop higher order critical and creative thinking skills.

D. Differentiated Instruction and Learning for Response to Intervention Student Groups

E. Effective Limit-Setting and Classroom Management

4. Student Assessment

A. CCCSS-based Normative and Summative Assessments for ELA and Mathematics

1. OARS, STAR, NWEA and SBAC CCSS-aligned testing, Accelerated Reader (AR), and Teacher/Site-generated Normative and Summative testing on weekly, monthly, trimester and annual basis.

B. Alternative Academic and Developmental Assessment Instruments

1. Ongoing Student, Teacher, Family development, discussion and evaluation of Student Performance, Progress, Promotion and Potential Portfolio (SP4), that contains examples of student academic activities, projects and classroom assessments that demonstrates improvement in proficiency and mastery of CCCSS ELA and Mathematics Content and Practice Standards, and document the growth, and development of higher order critical and creative thinking and problem-solving Skills.

C. On a weekly, monthly, trimester and annual basis, utilizing the Professional Learning Community Cycle of Inquiry model, Grade Level Teams, School Faculty and Leadership Team, will present and discuss the results of their efforts at utilizing student work, and classroom Normative and Summative assessments, to improve Instruction, Learning and Assessment.

5. Professional Development, Support and Evaluation

A. Implementation and facilitation of Professional Learning Community (PLC) model utilizing the "Cycle of Inquiry" Model and Practices in weekly, trimester and annual Faculty meetings to address Grade-Level and School-wide educational priorities and goals.

B. Training, Implementation and Evaluation of High Yield Instructional Strategies in all classrooms for ELA, Mathematics (and other core subjects)

i. Inquiry-based Instruction and Learning,

- ii. Close Reading of Texts (particularly Informational Texts),
- iii. Explicit Instruction of Thinking Skills
- iv. Mathematics Concept-rich Instruction)

C. Ongoing Professional Development Training, Coaching and Evaluation on weekly, monthly, trimester and annual basis in the following priority areas:

- i. Development and Utilization of CCCSS-based Normative and Summative Assessments (OARS/STAR/NWEA/SBAC/) for Data Driven Improvement in Instruction, Learning and Assessment
- ii. Mastering grade-level CCCSS ELA and Mathematics Content and Practice Standards and Core Content Knowledge
- iii. Developing and assessing students' Higher Order Critical and Creative Thinking and Problem-Solving Skills, applied to real-world situations.
- iv. Training and coaching in the effective and innovative Integration of Technology into Instruction, Learning and Assessment
- v. Training and Coaching in developing, analyzing, presenting and discussing Student Performance, Progress, Promotion and Potential Portfolios (SP4)
- vi. Effective Limit-Setting and Classroom Management

Classroom Management

Quality teaching and classroom management go hand-in-hand. In a well-managed classroom, the teacher directs the instruction and students are engaged in the learning process. This type of classroom exhibits certain attributes that make it special. Parents will often request this type of class because they want their students to obtain the best education possible. This classroom is student-centered, organized and where high expectations rule. Everyone knows their role and it is this type of teaching and learning community that we are striving to build in all of our classrooms at E.C. Reems Academy.

In an environment conducive to learning, effective strategies are modeled, students understand the assignments and achievement is usually high. Through our formal and informal classroom observations, evaluations and individual teacher meetings, we provide support for our teachers to ensure they have the capacity to manage their classrooms as described above. This process can take many forms including professional development, observing other teachers while at the same time building a professional and collegial relationship with a common goal of improving student achievement.

COMMON CORE STATE STANDARDS (CCSS) AND CALIFORNIA STATE STANDARDS (CSS)

The CCSS and CSS form the basic framework and foundation from which the instructional program evolves.

During this period of transition to CCSS and CSS-aligned curriculum, teaching, learning and assessment, the identification, selection, purchase and utilization of traditional instructional materials (particularly textbooks, workbooks, and classroom activities) is a fundamental challenge and opportunity for the EC Reems Administration and Faculty in the upcoming two years.

Choosing the appropriate textbooks and accompanying instructional materials that prepare students to perform well on the newly mandated Smarter Balanced (SBAC) computer-based, adaptive testing in ELA and Math beginning in 2015-16, will require significant analysis and discussion with Grade Level Teacher Teams, School Faculty and Administration during the current academic year and 2014-15.

Current ELA, Math, Science and Social Studies textbooks, workbooks and instructional materials which were CST-aligned, will be utilized during the 2014-16 transitional period, if the content knowledge is consistent with CCSS and CST standards.

During 2014-16, classroom teachers, grade level teams, school faculty and administration will identify and incorporate available (on-line) CCSS and CSS-aligned curriculum maps, scope and sequence, lesson plans, academic activities and assessments as the backbone of the educational program design.

In addition to the CCSS and CSS-aligned curriculum and instructional resources, EC Reems Faculty will utilize the on-line, individual and group instructional strategies that are components of the STAR and OARS summative and normative assessments programs that target and document student progress on specific ELA and Math standards.

In addition, EC Reems will receive ongoing training and support in the utilization of the DESCARTES Continuum of Learning system that is embedded in the NWEA Student Assessment system. The DESCARTES Continuum of Learning system is CCSS and CSS-aligned. Utilizing the instructional, learning and assessment resources incorporated in the DESCARTES Learning Continuum on a school-wide basis will provide an academic and administrative infrastructure that will provide a seamless educational experience to the EC Reems students and families. (The DESCARTES Learning Continuum provides on-line resources designed to engage the parents/families in the student's educational development).

EC Reems faculty, staff and administration will receive ongoing professional development, support and evaluation in the implementation and incorporation of instructional, learning and assessment capabilities and resources of the DESCARTES a Learning Continuum Resource into the students' educational experience.

ENGLISH LANGUAGE ARTS PROGRAM

Implementation of a California Common Core State Standards-aligned ELA curriculum, scope and sequence, lesson plans, assessments, student academic activities and projects, is a primary focus for 2014-16. The primary components of the ELA Program are:

1. Sustained Silent Reading (10-60 minutes/day depending on grade level)
2. Utilization of Accelerated Reader Program to monitor, assess and develop individual student's reading comprehension and enjoyment of diverse and complex texts, especially Informational Texts.
3. Vocabulary Development focused on students understanding and applying high frequency academic vocabulary words and key words related to ELA and Mathematics Content and Practice Standards.
4. Utilization of High Yield Instructional Strategies (Close Reading of Texts and Explicit Teaching of Thinking Skills) to develop students' vocabulary and higher order critical and creative thinking and problem solving skills.
5. Speech and Listening skills are essential to mastery of the California Common Core ELA Content and Practice Standards. At each grade level, students will be Explicitly Taught how to speak clearly, listen carefully, present and analyze different perspectives. Examples of student's proficiency and mastery of Speech and Listening Skills will be included in the Student Portfolio every trimester.
6. Utilization of OARS, STAR, NWEA and SBAC normative and summative testing data to identify and assign students performing Below Proficiency/Grade Level in ELA to Response To Intervention Groups that provide Differentiated Instruction targeted at improving student proficiency and competency in specific ELA Content and Practice Standards.

Reading Clinic Participation

At the beginning of the year, students identified as **below basic and far below basic** are eligible to receive over and above reading instruction in the Reading Clinic. Two retired reading specialists work with these students in their areas of need based on state test results, as well as various assessments administered in the lab.

Students are expected to learn and be able to (1) transfer word knowledge and sound spelling skills to the reading text, (2) read fluently, (3) read both narrative and expository materials at grade level, (4) read expressively and comprehend what they read, (5) and also learn to coordinate reading comprehension, vocabulary and other skills to test taking strategies.

Activities That Work Well

Daily practice of the sound spelling cards. Read short stories and identify the main idea, inferences, details and other comprehension strategies. Utilize mispronounced words from the text being read to teach syllabication skills for reading multi-syllabic words. Understand word

knowledge and oral reading practice relative to questioning and discussions. Read stories to lower grade students.

Assessment

We use formative and summative assessments. The pre- and post- Reading Level Indicator Assessment Informal reading inventory is administered to all Reading Clinic students. Other methods of assessments include: informal observations, monthly written tests for word knowledge and comprehension as well as quarterly fluency tests. Additionally, students take a 6-week test on content taught in the clinic.

Accelerated high achieving students who scored **Advanced and Proficient** on the state test are allowed to soar to their highest potential. Instructions for these students are geared toward Marzano's strategies in terms of accelerating the content "into, through and beyond" the text. They are also looped up to a higher grade for reading and math instruction while maintaining subject matter content in their regular classrooms.

These students have the capacity and are able to (1) read myriad novels including the "classics," (2) write and complete research reports, (3) participate in project-based learning activities and in higher level thinking curriculum skills in the technology lab. Due to their qualifications, these students are eligible to receive scholarships to some of the private schools in the area.

The California English Language Development Test (CELDT) is required by the state to be administered to students who speak a language other than English. This test evaluates the students listening, reading, speaking and writing skills in English. While most of our students are fluent in English, those that need extra support receive it in the reading clinic, through one-on-one tutoring, and by participating in a technology program titled "Open Book."

Teachers in grades kindergarten through fourth use the "**Open Court**" textbooks. This program is known for its strong emphasis on phonemic awareness, decoding skills, vocabulary development, fluency rates, recognition of high frequency words and comprehension development. These skills are well documented in the CCSS and inclusive in the classroom instructional program.

The middle school teachers use the Holt Literature Language Arts program. This is a big change from the remedial High Point Program used when the school first opened. This program is more challenging and culturally diverse. It enables students to function academically at a higher level of instruction that incorporates critical thinking skills in various genres that include narrative and informational text as well a strong emphasis on comprehension.

What (K-8 grades) teachers expect their students to learn

Students are expected to read at grade level, be equipped with the tools to decode unknown words, enhance and augment their vocabulary, read grade level material fluently, with expression, intonation, and be able to comprehend what they have read. This may include grade level textbooks, passages from the test preparation booklets, signs, newspapers, novels, and other supplemental materials.

Strategies that are working well

Basic instructional items such as hands-on activities, any competitive curriculum activities, partner and buddy reading, reading games, role-playing, prior knowledge experiences, field trips and other pedagogical techniques that have proven successful relative to our reading program.

How activities are assessed

Reading progress is assessed individually and by the whole class. Teachers use a variety of inventories including informal and formal tests, running records, weekly, monthly and quarterly benchmark assessments, reports and projects based on various criteria. They also employ cumulative, diagnostic, teacher made tests, miscue analysis and observations as fundamental tools.

MATHEMATICS

1. Implementation of a California Common Core Standards-aligned Mathematics curriculum, scope and sequence, lesson plans, student academic activities and projects, classroom evaluations, normative and summative testing is a primary focus for 2014-16.
2. During this transition period to Common Core, faculty will utilize existing textbooks, workbooks and instructional materials that were aligned to previous Math standards and are consistent with CCSS Mathematics Content and Practice Standards.
3. Teachers, Grade level Teams, School Faculty and Leadership Team will identify and select California State Standards-aligned textbooks, workbooks, instructional and assessment materials and resources as they become available in 2014-16.
4. School faculty will identify, utilize and share on-line resources from Alameda County and California Department of Education websites, and other available Mathematics educational resources, particularly those that are Inquiry Learning-based.
5. School faculty will utilize educational resources and links available with OARS, STAR and NWEA testing website to supplement and enrich Mathematics instruction.
6. School faculty will utilize High Yield Instructional Strategies (Explicit Teaching of Thinking Skills and providing Concepts-Rich Mathematical Instruction) that emphasizes students' mastery of Core Knowledge and the application of mathematical skills and concepts to problem-solving real world situations.
7. Students will take OARS normative tests on a biweekly basis, STAR summative tests on a monthly basis, NWEA on a trimester basis and SBAC testing on an annual basis in Mathematics.
8. Teachers and Grade level Teams will meet on a weekly/monthly/trimester basis to analyze and utilize OARS, STAR, NWEA and SBAC normative and summative testing data to identify and assign students performing at Below Proficiency/Grade Level in ELA to Response To Intervention (RTI) Groups that provide Differentiated Instruction targeted at improving student proficiency and competency in specific ELA Content and Practice Standards.

SCIENCE AND SOCIAL STUDIES

Science and Social Studies are considered Core Subjects that must be taught in conjunction with English Language Arts and Mathematics, for which there are established California Common Core State Standards.

During the transition period (2014-16), while Common Core Content and Practice Standards for Science and Social Studies are being developed and approved, EC Reems will utilize existing textbooks, workbooks, instructional materials and assessments that are aligned with current California Content Standards. During 2014-16, classroom teachers, grade level teams, school faculty and administration will identify, select and begin using (as available) textbooks and instructional materials that are California State Standards-aligned and incorporate them into their classroom instruction, assessment, student learning, activities and projects.

School faculty will identify, utilize and share on-line educational resources related to Science and Social Studies Content, particularly those available with the NWEA, OAR, STAR testing systems and from the Alameda County and California Departments of Education extensive websites.

Classroom Teachers, Grade level Teams, School Faculty will develop lesson plans, individual and group projects and academic activities that integrate grade-level Science and Social Studies Content knowledge and standards with relevant ELA and Mathematics Content and Practice Standards.

As a High Yield Instructional Strategy, Inquiry-based Learning requires cross-disciplinary, student-centered, project-based learning that develops the students' critical and creative thinking and problem -solving skills, and emphasizes the application of skills to real-world situations and "authentic questions" that are of interest and relevant to the students.

Student Portfolios will contain student work, projects and assessments that demonstrate the student's proficiency and mastery of ELA, Mathematics, Science and Social Studies Content and Practice Standards, and ongoing development of higher order critical and creative thinking and problem-solving skills.

PHYSICAL EDUCATION AND HEALTH

Our PE program correlates to the current CSS in Physical Education and Health. As the state moves forward with adoption of Common Core State Standards in History and Social Studies, E.C. Reems Academy will review these resources and make adjustments necessary to ensure continued alignment to the state adopted standards. It serves students in kindergarten through 8th grade. Our 5th and 7th grade students participate in activities that will prepare them to pass the annual state required physical fitness test. The data from this test is sent to the state in March of each year.

What teacher expects the students to learn

In addition to the content of the CSS, students will develop a sense of overall health, knowledge and awareness of their bodies, the importance of stretching and how to become healthier both

physically and mentally. Additionally, they will develop a sense of community and teamwork. Students will participate in games that increase their cardio activity to increase stamina, build confidence, and encourage participation.

Activities that work well

A daily stretch routine combined with a pledge at the beginning of class; use of competition to add to intensity and motivation; development of a sense of teamwork that encourages students to work with others they do not normally interact with; use of different kinds of games i.e., football, basketball and volleyball. In addition, students participate in competitive races and a double-dutch contest.

VISUAL AND PERFORMING ARTS

The Visual and Performing Arts instructional courses, student activities and projects will have Curriculum Maps, Scope and Sequence, Lesson Plans and Assessments that are aligned with the California Department of Education Visual and Performing Arts Content Standards.

Offering a full range of courses and opportunities for students in the Visual and Performing Arts will require significant increases in funding, staffing, resources and teaching expertise. Identifying and supporting qualified and innovative Visual and Performing Arts instructors and staff that are experienced with incorporating California Visual and Performing Arts Content Standards, and integrating technology, will be a major priority of the School Administration.

Due to funding, staffing, resource and facility constraints, Visual and Performing Arts courses and activities will be offered during the regular school day and the After School Program.

School administration and the Board of Directors are actively pursuing funding to expand the Performing Arts Department with support from the extensive Bay Area/East Oakland Performing Arts community.

It is anticipated that the creation and expansion of a rigorous and innovative Performing Arts program will increase parent, family and school community engagement in the students' educational experiences and development.

Activities that work well

- ✓ The class begins with a meditation exercise designed to center the students and move them into a right brain environment.
- ✓ Students describe and analyze the elements of art.
- ✓ Mixing primary colors to create secondary colors as well as demonstrate how colors create mood and personality within a picture.
- ✓ Making free hand sketches.
- ✓ Using lines to create depth in their pictures.
- ✓ Discuss various artists past and present.
- ✓ Compare and contrast their works of art.
- ✓ Use sculptural material such as clay or paper to create form and texture.

Assessment

Formal and informal observations relative to written tests and grade level art projects.

Professional Development, Support and Evaluation

Creating and sustaining learning environments that facilitate this type of instruction and learning will require significant resources and changes in how teachers teach, how students learn, and how both processes are assessed with relevant data that is used to constantly improve instruction, learning and assessment.

Professional Learning Community Model

Professional Development for teachers and staff at E.C. Reems is based upon the Professional Learning Community (PLC) and Cycle of Inquiry models and practices. Developing, supporting and sustaining a Professional Learning Community is critical to a school-wide implementation of the CCSS-based Educational Model. Teachers and Staff will be provided with PLC trainings and consultations on an ongoing basis.

Teachers will conduct weekly, monthly, trimester and annual Grade Level Team Meetings and All Faculty meetings, utilizing an ongoing, Professional Learning Community "Cycles of Inquiry" approach to identifying and resolving Grade-level and School-wide professional development challenges. Teachers will be encouraged and supported in identifying, utilizing and sharing on-line, digital and other alternative educational resources with other members of the Professional Learning Community, especially those that are CCSS-based.

Areas of Focus

Ongoing Professional Development Training, Coaching and Evaluation on weekly, monthly, trimester and annual basis in the following priority areas:

- **High-Yield Instructional Strategies** - Training, Implementation and Evaluation of High Yield Instructional Strategies in all classrooms for ELA, Mathematics (and other core subjects), including:
 - Inquiry-based Instruction and Learning,
 - Close Reading of Texts (particularly Informational Texts),
 - Explicit Instruction of Thinking Skills
 - Mathematics Concept-rich Instruction
- **CCCSS ELA and Mathematics**
 - Mastering grade-level CCCSS ELA and Mathematics Content and Practice Standards and Core Content Knowledge
 - Development and Utilization of CCCSS-based Normative and Summative Assessments (OARS/STAR/NWEA/SBAC/) for Data Driven Improvement in Instruction, Learning and Assessment
- **Higher-Order Thinking Skills** – How to develop and assess students' Higher Order Critical and Creative Thinking and Problem-Solving Skills, applied to real-world situations.

- **Technology** - Training and coaching in the effective and innovative Integration of Technology into Instruction, Learning and Assessment
- **SP4** - Training and Coaching in developing, analyzing, presenting and discussing Student Performance, Progress, Promotion and Potential Portfolios (SP4)
- **Effective Limit-Setting and Classroom Management**

External Training Partners

In addition to Professional Development and PLCs held on site, teachers will also participate in ongoing professional development activities and trainings that support our initiatives provided by:

- Alameda County Department of Education,
- East Bay Charter School Alliance,
- Oakland Unified School District and other local School Districts
- CalState Teach iSeminars on Digital Integration of Technology
- Other local and regional resources for educational professional development.

Student Assessment

E.C. Reems Academy will utilize CCSS and CCS-based Normative and Summative Assessments to monitor student learning. Current assessment tools used include but are not limited to: CalMAPP testing, OARS, NWEA, Accelerated Reader (AR), and Teacher/Site-generated Normative and Summative testing. These are utilized on a weekly, monthly, trimester and/or annual basis. On a weekly, monthly, trimester and annual basis, utilizing the Professional Learning Community Cycle of Inquiry model, Grade Level Teams, School Faculty and Leadership Team, will present and discuss the results of their efforts at utilizing student work, and classroom Normative and Summative assessments, to improve Instruction, Learning and Assessment.

In addition, E.C. Reems Academy utilizes the Student Performance, Progress, Promotion and Potential Portfolio (SP4) as an additional form of assessment. This portfolio contains examples of student academic activities, projects and classroom assessments that demonstrates improvement in proficiency and mastery of CCCSS and CSCS standards, and document the growth, and development of higher order critical and creative thinking and problem-solving Skills. The portfolio is developed, discussed, and evaluated on an ongoing basis by Student, Teacher, and Family.

Further detail on these assessments is provided in Element C of this charter.

Strategies for Supporting Targeted Subgroups

Serving Students with Disabilities

E.C. Reems Academy welcomes all children with disabilities, whether such children are currently or newly identified as disabled. E.C. Reems Academy is committed to working with the District to meet the needs of special learners.

Overview

E.C. Reems Academy shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

E.C. Reems Academy agrees to adhere to the policies, procedures and requirements of the Oakland Unified School District as well as the Alameda County SELPA.

E.C. Reems Academy shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

E.C. Reems Academy complies with all state and federal laws related to the provision of special education instruction and related services and utilizes appropriate SELPA forms.

Section 504 /ADA

E.C. Reems Academy is solely responsible for its compliance with Section 504 and the ADA. All facilities of E.C. Reems Academy are accessible for all students with disabilities in accordance with the ADA. E.C. Reems Academy facility does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by E.C. Reems Academy.

E.C. Reems Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of E.C. Reems Academy. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

The Executive Director serves as the 504 Coordinator

The 504 team is assembled by the Executive Director and includes the parent/guardians, the student (as appropriate) and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations are used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the E.C. Reems Academy professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

E.C. Reems Academy provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the OUSD Special Education Local Plan Area ("SELPA"). E.C. Reems Academy remains, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, E.C. Reems Academy reserves the right, in the future, to make written verifiable assurances that E.C. Reems Academy shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, E.C. Reems Academy seeks services from the District for special education students enrolled in E.C. Reems Academy in the same manner as is provided to students in other District schools.

E.C. Reems Academy follows the District and SELPA policies and procedures, and uses SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. E.C. Reems Academy complies with District protocol as to the

delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. E.C. Reems Academy requests an annual meeting between E.C. Reems Academy and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that E.C. Reems Academy and the District have an ongoing mutual understanding of District protocol, and to facilitate ongoing compliance.

As long as E.C. Reems Academy functions as a public school of the District for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), E.C. Reems Academy complies with the Memorandum of Understanding ("MOU") with the District which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of E.C. Reems Academy.

Referring Students for Special Education Services

The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. E.C. Reems Academy identifies and refers students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Modifications to the general program are documented prior to a referral for Special Education. A student is referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. Implementation of Special Education service begins with pre-referral remediation and monitoring of low achievers by Student Support Team members. The team, which includes students' teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEIA.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, parole officers, and other law enforcement officials.

Examples of modifications and accommodations that are implemented by a SST before referral for assessment at E.C. Reems Academy are: provide study carrels, use of room dividers, provide headsets to muffle noise, seat child away from doors/windows, seat child near model (child or teacher), rearrange child groups (according to instructional needs, role models, etc.), seat child closer to the front of the room, vary working surface (e.g., floor or vertical surface such as blackboards), simplify/shorten directions, written homework assignments, give both oral and written directions, have child repeat directions, have child repeat lesson objective, change question level, change response format (e.g., from verbal to physical; from saying to pointing), provide sequential directions (label as first, second, etc.), use of manipulatives, alter objective criterion level, provide functional tasks (relate to child's environment), reduce number of items on a task, highlight relevant words/features, use rebus (picture) directions, provide guided practice and increase allocated time.

Serving English Language Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

The E.C. Reems Academy classrooms contain multiple supports for EL students. There is a diversity of materials and concrete lessons that provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The E.C. Reems Academy philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners. E.C. Reems Academy teachers use SDAIE strategies in the classroom and encourage peer tutoring and cooperative learning, which are recommended strategies for English Learners.

E.C. Reems Academy supports EL pupils through several programs including small group settings, a 'pull out' literacy program, Open Court, and OPEN BOOK, a Spanish Language Computer Literacy and Reading Program. One-on-one reading support is available as needed.

Non-school factors influence the student's academic achievement, particularly as it relates to English as a second language learners, and socioeconomic status. To this end, E.C. Reems Academy offers EL parents access to its OPEN BOOK Computer Literacy and Reading Program to teach them reading and basic computers skills. Acquisition of these skills in turn will assist parents and allow them to work more diligently with their children with their studies. As the parents overcome literacy deficiencies, pupils will benefit academically and become English literate at a more rapid pace.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Plan for Students Who are Academically Low- and High-Achieving

The Charter School addresses students' academic needs through several methods: student study teams (SSTs), individual educational plans (IEPs), student assessments in reading, language skills and concepts, and mathematics, afterschool enrichment programs, technology-based reading, writing and mathematics programs, on-line assessments, learning style assessments, and state test results. These methods help students how are performing well below or well above

grade level by identifying this population and using pull-out methods, and other intervention and enrichment tools to accelerate their skills at their developmental level. These prevention, intervention, acceleration, and research tools provide the necessary information to develop, improve, or change instructional programs.

E.C Reems Academy also utilizes looping to support high-achieving students. Students who are above grade level in a subject area are looped to the next grade level for instruction to more fully engage the student at their academic level versus their grade level. High achievers are looped to the next grade level, but are responsible for work at grade level and the looped level.

Through our Teacher Induction and Retention component we offer various opportunities to strengthen our teacher's skills in a variety of areas including Differentiated Instruction, using Thematic Units, Special Educational Law, Leadership Skills and Behavioral Pediatrics.

We also offer before and after school tutoring, summer school, service learning and social skills and character education curriculums to strengthen and support students' academic rigor.

We conduct regular meetings with parents to discuss academic and social achievement. In addition to one-on-one communications we send home monthly progress reports, school newsletters and teacher produced weekly reports. Report cards are generated three times a year. The report card format is narrative, quantitative and qualitative.

Specific Supports for Students in Reading

E.C. Reems Academy uses four types of reading assessments to determine which type of intervention program is appropriate for which students. We use two data driven screening tools: (1) screening assessments to determine which students were on target for meeting the CCSS and which needed further (2) diagnostic assessment.

We use applied screening assessments because they are formative and are used for early identification of both at-risk readers and grade-level readers. The assessment focuses on grade level appropriate skills, and screening is conducted by the teacher.

Further, we rely on progress monitoring assessments to track student progress toward grade level expectations and CCSS. This formative assessment includes classroom-based assessments and is used to determine a student's rate of progress towards grade level expectations, to identify readers who are not demonstrating adequate progress in daily lessons, and to influence instructional decisions. This method is used three times a year: fall, winter and spring.

Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. We use diagnostic assessments because they are formative assessments and provide more in-depth information regarding a student's particular strengths and deficits.

Outcome assessments are summative assessments given at the end of the school term to all students. Data may be used to identify students in terms of those who achieved grade level expectations, those who made progress, and those who did not. Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies. We employ this tool to determine where more training and mentoring may be needed. The tests are norm referenced and criterion referenced.

State-wide achievement tests are another outcome based assessment, and is aligned with grade level expectations. This criterion-referenced outcome assessment provides skill-based benchmarks for instruction.

Not all students attending the Charter School read below grade level, and therefore do not require a reading intervention program.

Supporting Socioeconomically Disadvantaged Students

The vast majority of students at E.C. Reems Academy are Socioeconomically Disadvantaged. The curriculum and instructional strategies described in this Element have been specifically adopted with this population in mind. In addition, our data-driven instruction practice allows us to gather ongoing data to inform what types of individual, small group, or large group interventions should be put into place to ensure success.

Charter School Annual Goals & Strategies to Meet Goals

COUNTYWIDE CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605.6(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
STATE PRIORITY #1— BASIC SERVICES <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	E.C Reems Academy will hire and maintain a highly qualified faculty.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> Utilize a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Annually monitor and review certificated employee assignments to eliminate misassignments, and teacher vacancies. Annually ensure that a credentialed teacher serving in an assignment requiring a certificate or training completes the necessary requirements for these certificates or completes the required training. Provide weekly professional development utilizing the Professional Learning Community (PLC) model to provide continuous improvement in teacher practice.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students have access to CCSS aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	<p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Meet to review adoptions of textbooks and instructional materials to ensure alignment to CCSS. Report out on CCSS alignment of core textbook and instructional materials at the annual PTO meeting. Assign CCSS aligned textbooks and instructional materials to all students, teachers and instructors

SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-maintained and kept in good repair.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain the weekly inspection and reporting system. • Hold weekly meeting with cleaning staff unless services are contracted out. • Complete the annual report indicating that the school facilities are in 'good repair.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL #1 TO ACHIEVE SUBPRIORITY	E.C. Reems Academy will implement an educational model/plan that is aligned with California Common Core State (Content and Practice) Standards for English Language Arts and Mathematics
ACTIONS TO ACHIEVE GOAL #1	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards
GOAL #2 TO ACHIEVE SUBPRIORITY	Teachers will be provided with ongoing Professional Development Training and Support and Evaluation related to the Implementation of CCSS- aligned Curriculum, Instruction, Learning and Assessment.
ACTIONS TO ACHIEVE GOAL #2	<p>Grade Level Teams will:</p> <ul style="list-style-type: none"> • Engage in professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. • Review and discuss the results of their CCSS implementation strategies and revise them as needed on a monthly, trimester and annual basis <p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Provide professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. • Review Grade Level Team and School Faculty meetings documentation of CCSS Implementation Strategies and Results,

	and confirm the application of PLC "Cycle of Inquiry" models and practices, on a Trimester/Annual basis.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum will be designed to support ELLs and other subgroups in accessing and mastering the curriculum and CCSS and State Standards.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they provide supports for English Language Learners
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum will be designed to support ELLs in accessing content and developing English language proficiency.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Families will be involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • School Leadership will solicit input and feedback from students' Parents and Family members on an ongoing basis and share results with School community • Executive Director and Principal will review results of Parent/Family Surveys and present Summary with Recommendations to Board of Directors and publish results on school website.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Parent/Family Members will be engaged and informed members of the Student Academic Advancement Team, through utilization of the Student Performance, Progress, Promotion and Potential Portfolio (SP4).
ACTIONS TO ACHIEVE GOAL	<p>Teachers and Students will:</p> <ul style="list-style-type: none"> • Prepare and present the Student Performance, Progress, Promotion and Potential Portfolio (SP4), containing results of Normative and Summative Testing (OARS, STAR, NWEA, SBAC), and examples of Student Work, Projects and Classroom Assessments, that demonstrate student's mastery of CCSS ELA and Math Content and Practice Standards <p>The Principal and Executive Director (and external Consultants) will:</p> <ul style="list-style-type: none"> • Review Student Portfolios on an Annual Basis to determine alignment with CCSS ELA and Math Content and Practice Standards and effectiveness of Student Portfolio Review Process • Conduct a semi-annual parent/family survey
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>CA Measurement of Academic Progress and Performance statewide assessment</i> B. <i>The Academic Performance Index (API)</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress for student proficiency in ELA and Math.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> • Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> • Review data on a monthly basis and identify action steps necessary to accelerate student achievement • Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students
SUBPRIORITY B – API	

GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress on the API.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> • Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. • Review API annually, as and if available, including previous year API reports and disaggregate data to identify areas of challenge and develop action plan to address <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> • Review data on a monthly basis and identify action steps necessary to accelerate student achievement • Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become proficient in ELA
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • Monitor and assess English Language Proficiency as measured by the SBAC to insure students receiving ELD instruction are developing mastery of ELA standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they include supports for ELLs
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become fluent in the English Language
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on

	<p>Temporary County Certificate and an improvement plan to have the authorization within on year of employment.</p> <ul style="list-style-type: none"> • Monitor and access English Language Development and Reclassification as measured by the CELDT to insure students receiving ELD instruction are developing fluency in the English language and proceeding toward reclassification <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
STATE PRIORITY #5— STUDENT ENGAGEMENT <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will meet or exceed attendance rates for OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming

	<ul style="list-style-type: none"> • Wrap-around supports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower chronic absenteeism rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. • Meet with students and families exhibiting chronic absenteeism to develop an action plan to remediate. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower middle school drop out rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit student exit data in Powerschool on a monthly data to monitor and address drop out rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	

GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower suspension rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain student suspension reports. • Input data into PowerSchool for reporting purposes. <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower expulsion rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director, Principal and Board of Trustees will:</p> <ul style="list-style-type: none"> • Maintain student expulsion reports. • Input data into PowerSchool for reporting purposes <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Student and families will feel that the school is safe and that they are involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Conduct an Annual Survey of ECR Parents, Students, Faculty and Staff regarding School Safety and Connectedness to Community ensuring at least 75% of students/families reporting

	<ul style="list-style-type: none"> Review Parent/Family Surveys and provide an Annual Summary with Recommendations to the ECR Board of Directors, Students, Parents, Family and School Community Members on an annual basis <p>The instructional program will include features designed to promote a sense of community:</p> <ul style="list-style-type: none"> Small class size Self-contained classrooms A focus on character development After school programming Wrap-around supports Family learning
STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>"Broad course of study" includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	All students will be assigned to courses aligned with grade level study, including EL, FRPM-eligible, or foster youth (EC 42238.02) and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	<p>The Principal will:</p> <ul style="list-style-type: none"> Annually or upon entry, assign students to all available courses that align with grade level study. Review transcripts, report cards, test scores including CELDT tests to insure accurate placement of all subgroups. <p>The instructional program will include features designed to provide individual monitoring and supports for students:</p> <ul style="list-style-type: none"> Small class size Self-contained classrooms A focus on character development After school programming Wrap-around supports Family learning
STATE PRIORITY #8—OTHER STUDENT OUTCOMES <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH & MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in ELA and Math
ACTIONS TO ACHIEVE GOAL	Teachers/Grade Level Teams will:

	<ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CCSS ELA and Mathematics Content and Practice Standards
SUBPRIORITY B – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Science
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Science aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Science. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Science
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Social Studies
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Social Studies aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester.

	<p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Social Studies. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Social Studies
SUBPRIORITY D – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Visual and Performing Arts aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Visual and Performing Arts. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Visual and Performing Arts
SUBPRIORITY E – PHYSICAL EDUCATION & HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	Students will have the concepts and skills to assess their physical well-being and engage in activities to support good health and recreation.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Physical Education and Health aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester.

	<p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Physical Education and Health. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Physical Education and Health
SUBPRIORITY F – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	<p>Students will leave 8th grade with a basic understanding and proficiency in understanding, reading, writing and speaking of Spanish, or other foreign language.</p> <p>Speaking foreign languages, in addition to English, are invaluable/essential skills to have for all student preparing to become productive citizens in the 21st century global economy and communities. In particular, being bilingual in English and Spanish is a strategic and necessary capability to have in the Bay Area and California.</p>
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> With the installation of an updated computer lab, the computer-based, Rosetta Stone Language Program in Spanish will be the primary instructional strategy/techniques utilized to achieve the subpriority goal. Identifying and hiring a Spanish Teacher experienced in computer-based and classroom instruction of Spanish to middle school students will be an administrative priority in 2014-15. Initially, (2014-16), all 7th and 8th graders will take Spanish as a supplementary course to their Core Curriculum subjects. As EC Reems is able to add additional computer lab and classroom technology, Spanish language instruction will be begin in the Elementary grades, (as early as Kindergarten/1st grading when appropriate funding, staff and technology is available). Given that the Spanish language program is computer-based, time and staff-intensive, adjustments in the standard and After-School program schedules, funding and staffing will need to be made to accommodate the increasing number of EC Reems students studying Spanish, (and eventually other World languages).
SUBPRIORITY G – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.

ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	

Element B: Measurable Pupil Outcomes

Education Code 47605(b)(5)(B)

The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes', for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

E.C Reems Academy is committed to ensuring that all students, including subgroups, meet the academic, social and emotional outcomes identified in Element A of this charter. We are also committed to supporting each of the eight state priorities as we move forward in this work. As such, we have developed the following Measurable student outcomes as a way to determine the extent to which all students and subgroups of students have attained the knowledge and skills outlined in our educational program. The measurable student outcomes will be modified over time as needed to stay in alignment with the state objectives and priorities.

Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), Figure B.1 below describes E.C Reems Academy's outcomes that align with the state priorities and it's goals and actions to achieve the state priorities, as identified in Element A of the charter. E.C Reems Academy will also develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by E.C Reems Academy at the school site.

Student Outcomes Aligned to the State Priorities

COUNTYWIDE CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
Pursuant to Education Code Section 47605.6(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter.
The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.
STATE PRIORITY #1— BASIC SERVICES

<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
<p>SUBPRIORITY A – TEACHERS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>E.C Reems Academy will hire and maintain a highly qualified faculty.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Utilize a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Annually monitor and review certificated employee assignments to eliminate misassignments, and teacher vacancies. • Annually ensure that a credentialed teacher serving in an assignment requiring a certificate or training completes the necessary requirements for these certificates or completes the required training. • Provide weekly professional development utilizing the Professional Learning Community (PLC) model to provide continuous improvement in teacher practice.
<p>MEASURABLE OUTCOME</p>	<p>100% of teachers will be highly qualified under NCLB or be on an improvement plan and Temporary County Certificate to reach that status within one year of employment.</p> <p>80% agree or strongly agree that they are supported in the development of their practice.</p>
<p>BASELINE PERFORMANCE LEVEL</p>	<p>13 teachers are highly qualified, one teacher needs to complete BTSA. Staff satisfaction baseline data to be set in 2013-14.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Annual audit of teacher certification.</p> <p>Annual staff survey.</p>
<p>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Students have access to CCSS aligned instructional materials.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure alignment to CCSS. • Report out on CCSS alignment of core textbook and instructional materials at the annual PTO meeting. • Assign CCSS aligned textbooks and instructional materials to all students, teachers and instructors
<p>MEASURABLE OUTCOME</p>	<p>100% of core curricular materials are aligned to CCSS.</p>

BASELINE PERFORMANCE LEVEL	The school is currently under transition to the CCSS standards. Learning targets and assessments are CCSS aligned. Curriculum is being reviewed to ensure continued alignment. Baseline will be set at end of 2013-14 school year.
METHODS OF MEASUREMENT	Annual review of curriculum materials.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-maintained and kept in good repair.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain the weekly inspection and reporting system. • Hold weekly meeting with cleaning staff unless services are contracted out. • Complete the annual report indicating that the school facilities are in 'good repair'.
MEASURABLE OUTCOME	75% of families and staff agree or strongly agree that the facility is safe, clean, and in good repair.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14 school year. 76% of families agree or strongly agree that the school is a safe place to learn. Staff survey to be completed by end of year.
METHODS OF MEASUREMENT	<p>Annual Survey of Staff.</p> <p>Annual Survey of Parents/Families.</p>
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems Academy will implement an educational model/plan that is aligned with California Common Core State (Content and Practice) Standards for English Language Arts and Mathematics
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards

MEASURABLE OUTCOME	At least 80% of Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments, Classroom Assessments and Student Portfolios (SP4), will be aligned with ELA/Math CCSS.
BASELINE PERFORMANCE LEVEL	To be determined in 2013-14 year.
METHODS OF MEASUREMENT	Audit of curriculum materials.
GOAL TO ACHIEVE SUBPRIORITY	Teachers will be provided with ongoing Professional Development Training and Support and Evaluation related to the Implementation of CCSS- aligned Curriculum, Instruction, Learning and Assessment.
ACTIONS TO ACHIEVE GOAL	<p>Grade Level Teams will:</p> <ul style="list-style-type: none"> Engage in professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. Review and discuss the results of their CCSS implementation strategies and revise them as needed on a monthly, trimester and annual basis <p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> Provide professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. Review Grade Level Team and School Faculty meetings documentation of CCSS Implementation Strategies and Results, and confirm the application of PLC "Cycle of Inquiry" models and practices, on a Trimester/Annual basis.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Faculty will attend at least 75% of the Professional Development Activities related to Implementation of CCSS Curriculum, Instruction, Learning and Assessment At least 75% of the monthly and trimester, Grade Level Teams and School Faculty meetings, will provide documentation detailing discussions regarding the Implementation of CCSS-based and aligned Curriculum, Instruction, Learning and Assessment.
BASELINE PERFORMANCE LEVEL	To be determined in 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Attendance Sheets from weekly, monthly and trimester Professional Development Training Activities and Opportunities related to Implementation of CCSS Curriculum. Review of teacher documentation on CCSS implementation.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum will be designed to support ELLs and other subgroups in accessing and mastering the curriculum and CCSS and State Standards.

ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they provide supports for English Language Learners
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts (AMAO 3), if and when it has a population large enough to be a significant subgroup that is reported. • 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • 100% of core curricular materials will provide supports for ELLs
BASELINE PERFORMANCE LEVEL	<p>Curricular materials are currently aligned to support ELLs.</p> <p>There is no state target for ELLs at present, as the population is not statistically significant (13 students).</p>
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • SBAC • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	<p>Curriculum will be designed to support ELLs in accessing content and developing English language proficiency.</p>
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs Annual Progress (AMAO 1), if and when it has a population large enough to be a significant subgroup that is reported. • E.C. Reems Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), if and when it has a population large enough to be a significant subgroup that is reported.

BASELINE PERFORMANCE LEVEL	There are no Title III accountability reports at present, as the population is not statistically significant (13 students).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Families will be involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • School Leadership will solicit input and feedback from students' Parents and Family members on an ongoing basis and share results with School community • Executive Director and Principal will review results of Parent/Family Surveys and present Summary with Recommendations to Board of Directors and publish results on school website.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • At least 60% of parents/families with students enrolled in E.C. Reems Academy will complete annual Parent/Family Surveys. • 80% of families will agree or strongly agree that they are involved in the school.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 88% of parents/families agree or strongly agree that their involvement in their child's education is valued at E.C. Reems Academy
METHODS OF MEASUREMENT	Annual Survey of Parents/Families.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parent/Family Members will be engaged and informed members of the Student Academic Advancement Team, through utilization of the Student Performance, Progress, Promotion and Potential Portfolio (SP4).
ACTIONS TO ACHIEVE GOAL	<p>Teachers and Students will:</p> <ul style="list-style-type: none"> • Prepare and present the Student Performance, Progress, Promotion and Potential Portfolio (SP4), containing results of Normative and Summative Testing (OARS, STAR, NWEA, SBAC), and examples of Student Work, Projects and Classroom Assessments, that demonstrate student's mastery of CCSS ELA and Math Content and Practice Standards <p>The Principal and Executive Director (and external Consultants) will:</p> <ul style="list-style-type: none"> • Review Student Portfolios on an Annual Basis to determine alignment with CCSS ELA and Math Content and Practice Standards and effectiveness of Student Portfolio Review Process • Conduct a semi-annual parent/family survey

MEASURABLE OUTCOME	<ul style="list-style-type: none"> 75% of Student, Parent, Family Members and Teachers will review and discuss Student Portfolio (SP4) at Parent-Teacher conferences during the Fall, Winter and Spring Semesters. At least 75% of Student Portfolios (SP4) will contain data and examples of student work and classroom assessments that demonstrate the student's proficiency and mastery of CCSS ELA/Math Content and Practice Standards At least 80% of parents/families agree or strongly agree that they are
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> SPR baseline measures to be determined in 2013-14. 84% of families agree or strongly agree that the school keeps them regularly informed on their student's progress. 90% agree or strongly agree that communication is accessible and easy to understand.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Attendance audit of SP4 meetings. Audit of SP4 content. Annual Survey of Parents/Families.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> H. CA Measurement of Academic Progress and Performance statewide assessment I. The Academic Performance Index (API) J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education K. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) L. EL reclassification rate M. Percentage of pupils who have passed an AP exam with a score of 3 or higher N. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress for student proficiency in ELA and Math.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> Review data on a monthly basis and identify action steps necessary to accelerate student achievement Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students

MEASURABLE OUTCOME	The school will meet or exceed adequate yearly progress for student proficiency in ELA and Math.
BASELINE PERFORMANCE LEVEL	To be determined once CalMAPP reinstates scores and AYP.
METHODS OF MEASUREMENT	CalMAPP
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress on the API.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> • Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. • Review API annually, as and if available, including previous year API reports and disaggregate data to identify areas of challenge and develop action plan to address <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> • Review data on a monthly basis and identify action steps necessary to accelerate student achievement • Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students
MEASURABLE OUTCOME	The school will meet or exceed adequate yearly progress on the API.
BASELINE PERFORMANCE LEVEL	Met API growth target in 2012-13.
METHODS OF MEASUREMENT	CalMAPP
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	

SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become proficient in ELA
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • Monitor and assess English Language Proficiency as measured by the SBAC to insure students receiving ELD instruction are developing mastery of ELA standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they include supports for ELLs
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts (AMAO 3), if and when it has a population large enough to be a significant subgroup that is reported. • 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • 100% of core curricular materials will provide supports for ELLs
BASELINE PERFORMANCE LEVEL	<p>Curricular materials are currently aligned to support ELLs. 13 of 14 teachers hold appropriate authorization.</p> <p>There is no state target for ELLs at present, as the population is not statistically significant (13 students).</p>
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become fluent in the English Language
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • Monitor and access English Language Development and Reclassification as measured by the CELDT to insure students

	<p>receiving ELD instruction are developing fluency in the English language and proceeding toward reclassification</p> <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs Annual Progress (AMAO 1), if and when it has a population large enough to be a significant subgroup that is reported. • E.C. Reems Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), if and when it has a population large enough to be a significant subgroup that is reported.
BASELINE PERFORMANCE LEVEL	There are no Title III accountability reports at present, as the population is not statistically significant (13 students).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	

METHODS OF MEASUREMENT	
STATE PRIORITY #5— STUDENT ENGAGEMENT <i>Pupil engagement, as measured by all of the following, as applicable:</i> <i>F. School attendance rates</i> <i>G. Chronic absenteeism rates</i> <i>H. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>I. High school dropout rates</i> <i>J. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will meet or exceed attendance rates for OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
MEASURABLE OUTCOME	E.C. Reems meets or exceed attendance rates for OUSD Schools.
BASELINE PERFORMANCE LEVEL	95.5% attendance rate in previous charter term, 96.5 % ADA to date in 2013-14.
METHODS OF MEASUREMENT	Audit of attendance data in Powerschool and in P2 report to district.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower chronic absenteeism rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. • Meet with students and families exhibiting chronic absenteeism to develop an action plan to remediate.

	<p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
MEASURABLE OUTCOME	E.C. Reems has the same or lower chronic absenteeism rates as OUSD Schools.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Audit of attendance data in Powerschool.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower middle school drop out rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit student exit data in Powerschool on a monthly data to monitor and address drop out rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
MEASURABLE OUTCOME	E.C. Reems has the same or lower middle school drop out rates as OUSD Schools.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Audit of student exit data.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable

ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i> <i>D. Pupil suspension rates</i> <i>E. Pupil expulsion rates</i> <i>F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower suspension rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain student suspension reports. • Input data into PowerSchool for reporting purposes. <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
MEASURABLE OUTCOME	E.C. Reems has the same or lower suspension rates as OUSD Schools.

BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Annual SARC reports for E.C. Reems Academy and OUSD.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower expulsion rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director, Principal and Board of Trustees will:</p> <ul style="list-style-type: none"> • Maintain student expulsion reports. • Input data into PowerSchool for reporting purposes <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
MEASURABLE OUTCOME	E.C. Reems has the same or lower expulsion rates as OUSD Schools.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Annual SARC reports for E.C. Reems Academy and OUSD.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Student and families will feel that the school is safe and that they are involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Conduct an Annual Survey of ECR Parents, Students, Faculty and Staff regarding School Safety and Connectedness to Community ensuring at least 75% of students/families reporting • Review Parent/Family Surveys and provide an Annual Summary with Recommendations to the ECR Board of Directors, Students, Parents, Family and School Community Members on an annual basis <p>The instructional program will include features designed to promote a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports

	<ul style="list-style-type: none"> • Family learning
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 75% or more of parents/families agree or strongly agree that the school is safe and a safe place for learning. • 75% or more of parents/families agree or strongly agree that there are many different ways they can be involved with the school, either at the school itself, at home or in the community.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 75% of parents/families agree or strongly agree that the school is safe • 76% of parents/families agree or strongly agree that the school is a safe place for learning • 77% of parents/families agree or strongly agree that there are many different ways they can be involved with the school, either at the school itself, at home or in the community.
METHODS OF MEASUREMENT	Annual Survey of Parents/Families.
<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	All students will be assigned to courses aligned with grade level study, including EL, FRPM-eligible, or foster youth (EC 42238.02) and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	<p>The Principal will:</p> <ul style="list-style-type: none"> • Annually or upon entry, assign students to all available courses that align with grade level study. • Review transcripts, report cards, test scores including CELDT tests to insure accurate placement of all subgroups. <p>The instructional program will include features designed to provide individual monitoring and supports for students:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family learning
MEASURABLE OUTCOME	95% of students will be promoted to the next grade on an annual basis.

BASELINE PERFORMANCE LEVEL	To be determined at the end of 2013-14.
METHODS OF MEASUREMENT	Annual audit of promotion and retention numbers.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH & MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in ELA and Math
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CCSS ELA and Mathematics Content and Practice Standards
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 70% of students will show growth on their internal benchmark assessments in ELA • 70% of students will show growth on their internal benchmark assessments in Math • 80% of students will have evidence of grade level mastery of learning for ELA in their SP4 student portfolio • 80% of students will have evidence of grade level mastery of learning for Math in their SP4 student portfolio • E.C Reems Academy will meet state targets for adequate yearly progress in ELA as measured by the SBAC, when AYP is reinstated. • E.C Reems Academy will meet state targets for adequate yearly progress in Math as measured by the SBAC, when AYP is reinstated.

BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> To be determined at end of 2013-14 school year for internal benchmark assessments and SP4 student portfolio. To be determined once AYP has been reinstated and E.C. Reems Academy has two years of data to determine.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. Internal normed assessments (i.e. OARS, Accelerated Reader, Accelerated Math, NWEA) The SP4 Student Portfolio SBAC and CalMAPP
SUBPRIORITY B – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Science
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Science aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Science. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Science
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio E.C Reems Academy will meet state targets for adequate yearly progress in Science as measured by the CST, when AYP is reinstated.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> To be determined at end of 2013-14 for SP4 student portfolio. To be determined for CST once AYP has been reinstated and E.C. Reems Academy has two years of data to determine.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. The SP4 Student Portfolio CST in Science
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Social Studies

<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Social Studies aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Social Studies. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Social Studies
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> • 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio
<p>BASELINE PERFORMANCE LEVEL</p>	<p>To be determined at end of 2013-14.</p>
<p>METHODS OF MEASUREMENT</p>	<ul style="list-style-type: none"> • Internal, teacher-generated assessment. • The SP4 Student Portfolio
<p>SUBPRIORITY D – VISUAL AND PERFORMING ARTS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Students will will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Visual and Performing Arts aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Visual and Performing Arts. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p>

	<ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Visual and Performing Arts
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. The SP4 Student Portfolio
SUBPRIORITY E – PHYSICAL EDUCATION & HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	Students will have the concepts and skills to assess their physical well-being and engage in activities to support good health and recreation.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Physical Education and Health aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Physical Education and Health. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Physical Education and Health
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio 70% of students will be physically fit in 4 of 6 categories as measured by the PFT.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. The SP4 Student Portfolio California Physical Fitness Test (PFT)
SUBPRIORITY F – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	

GOAL TO ACHIEVE SUBPRIORITY	Students will leave 8 th grade with a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for World Language aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for World Language <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for World Language
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 80% of students in grades 7 and 8 will have evidence of grade level mastery of learning in their SP4 student portfolio
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Internal, teacher-generated assessment.
SUBPRIORITY G – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.

ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	

Element C: Methods to Assess Student Progress toward Outcomes

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

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Assessment Tools Used to Measure Student Progress toward Outcomes

Expected student outcomes as defined in the CCSS and CSS provide the primary method of measuring what the student has learned from subject-to-subject, year-to-year and duration of enrollment E.C. Reems Academy. E.C Reems Academy will utilize all assessment measures available and mandated under the new CalMAPP system, including but not limited to the Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts and Math, the CST in Science, the California English Language Development Test (CELDT) for English Learners, and the Physical Fitness Test (PFT) for grades five and seven. E.C Reems Academy will continue to adjust this list to ensure compliance with CalMAPP. Other measurement tools will also be utilized to monitor annual and exit outcomes, including internal assessments, student portfolios, teacher and administration tests, progress reports, report cards, projects and reports, and oratorical.

E.C Reems Academy is committed to ongoing formative and summative assessment to inform instruction and practice. An overview of these measures is as follows and includes the assessment instruments, utilization of the student generated data, and the data driven instruction and learning process, procedures and outcomes/goals that follow.

Initial/Placement Assessment

These assessments are conducted at the beginning of School Year or when a new student enrolls in order to provide baseline data.

Assessment Instruments

- OARS (CCSS) ELA and Math Testing Annually (beginning and end of school year)
- Teacher (Site) Generated, CCCSS-based Initial/Placement Assessments
- Teacher (Site Generated) Initial Assessments of Students Critical and Creative Thinking Skills
- SBAC Testing (Grades3-8) (Spring 2015)
- California English Language Development Test (CELDT) for students identified as language learners via the home language survey

Utilization of Student Generated Data

- Student-generated Data obtained from Initial Assessments will be used to place students into Target Student Groups that will receive specific, focused instruction on the identified CCCSS ELA and Math Practice Standards

Data-Driven Instruction and Learning Process, Procedures and Outcomes/Goals

- Grade Level Teaching Teams will meet annually to review, discuss and analyze the results of the Initial Assessments and place students into Targeted Learning Groups by Week 4 of Academic Year.
- Students in Below Proficient Targeted Learning Groups will receive at least 60 minutes/weekly from the Classroom Teacher and Learning Specialists Focused on improving students' performance into Proficiency and Competent Ranges, in the identified ELA and Math Content and Practice Standards.
- Students enrolled in After School Program will receive at least 60 minutes of Targeted Instruction focused on improving their score within the Below Proficient/Proficient, Competent and Mastery Ranges in Math and ELA

Normative Assessments

These assessments are conducted weekly and monthly to provide ongoing data on student progress toward mastery.

Assessment Instruments

- Weekly/Monthly OARS (CCSS-based) ELA and Math Assessments
- Accelerated Reader
- Teacher (Site) Generated, CCSS-based Assessments
- Accelerated Math
- Teacher (Site Generated) Assessments of Critical and Student's Creative Thinking Skills

Utilization of Student Generated Data

- Student-generated Data from Normative Assessments will be utilized by teachers to develop and modify instructional activities that enhance the student's academic and performance.
- Teachers will develop, administer and evaluate ongoing normative assessments and academic activities that demonstrate the students' development and application of higher order, Critical and Creative Thinking Skills

Data-Driven Instruction and Learning Process, Procedures and Outcomes/Goals

- Grade Level Teaching Teams will meet on a weekly basis to review, discuss and analyze the results of ongoing Normative Assessments and develop specific Instructional Interventions designed to improve students proficiency, competency and mastery of ELA and Math Content and Practice Standards
- Utilizing the Cycle of Inquiry Professional Learning Community Model and Process, Grade-level Teams will present and discuss the results of their Targeted Learning Instructional Interventions on a monthly basis with entire Faculty/Staff

Summative Assessments

These assessments are conducted every trimester and at the end of the year to provide data on student mastery.

Assessment Instruments

- OARS ELA and Math Testing Annually (beginning and end of school year)
- OARS ELA and Math Assessments every Trimester
- SBAC Annual Summative Testing in ELA and Math (Grades3-8 Spring 2015)
- CST in Science
- PFT in Physical Fitness and Health
- Teacher (Site) Generated, CCSS-based Summative Assessments in ELA and Mathematics
- Teacher (Site Generated) Summative Assessments of Student's Critical and Creative Thinking Skills

Utilization of Student Generated Data

- Data from Summative Assessments will be utilized for placement of students into Targeted Learning Groups at the beginning/end of school year and during each trimester
- Data from Summative Assessments will be utilized in decisions regarding Student Grade-Level Retention, Promotion or Advancement

Data-Driven Instruction and Learning Process, Procedures and Outcomes/Goals

- Grade Level Teaching Teams will meet at the beginning of every trimester to review, discuss and revise the Summative Assessments administered Annually (beginning and end of school year) and each Trimester
- Utilizing the Cycle of Inquiry Professional Learning Community Model and Process, Grade-level Teams will present and discuss the results of their Summative Assessments Annually and during each Trimester with entire Faculty/Staf
- Students and Teachers will develop, present and discuss the Summative Assessment in the Student's Portfolio Annually and during each trimester

Attendance

Attendance is another measurement tool. As we experience a decline in truancy the students' grades improve. Our goal is to maintain a 96.5% student attendance rate. Attendance is a key factor in the development of academic achievement. Many students transfer from district schools with low grade point averages. Accompanying low grades is high truancy rates. E.C. Reems Academy provides tools to remediate truancy concerns utilizing the School Attendance, Review Board Process and Truancy Intervention System, employing parent/guardian meetings, and teacher support. As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies. This process contributes to an increase in grades and the ability to master grade-level subject matter.

Using Benchmarks and Exit Outcomes to Monitor Student Achievement

Benchmarks are determined by teachers and administrators to ensure that the CCSS and CSS are being met throughout the year. The benchmarks are aligned with the State, District, and E.C. Reems Academy standards. We conduct benchmark reviews at the close of each month, or ten times a year, to evaluate student achievement.

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

The exit outcomes include acquisition of core and non-core skills. The exit outcomes are measured using the same tools defined above. Non-academic skills such as leadership, citizenship, conflict resolution and mediation are measured through participation in leadership capacities in and outside of class; participation in clubs and organizations; participation as liaisons and representatives of school programs; election and appointment to school offices, and ranking at District-level competitions.

Exit outcomes address not only the needs of mainstream students, but also the standards and goals for special education, Limited English proficient students, and other special student populations.

We purchased two software assessment programs to track progress using predictive tools, and monthly Academic Progress Reports are issued that assess and identify student achievement. Individual student interventions are identified to remediate subject materials or enhance level of study for students that excel beyond the current benchmarks.

Providing Timely Intervention

Results from this ongoing SBAC and Site-Generated normative testing will be utilized by classroom teachers to identify students who have not demonstrated proficiency in the targeted content and/or practice standards. These students will receive targeted instruction on the specific content and practice standards until they have demonstrated proficiency.

Based upon the result of the OARS/SBAC/Teacher/Site-generated Normative and Summative Assessments, students will be placed into the following Targeted-Learning Groups (or comparable categories):

Below Proficiency	(Below/Far Below Basic)
Proficiency	(Basic)
Competency	High Basic/Advanced
Mastery	Advanced

Students in Below Proficient and Proficient will be placed in grade-level Targeted Learning Groups and will receive focused instruction from Classroom Teacher, Learning Specialist, After-School Programs and Tutoring on increasing their Proficiency in identified ELA and Math Content and Practice Standards.

If a student does not respond to the Progress Report interventions, an SST is conducted to support the at-risk student offering and more comprehensive academic interventions. SST interventions include placing student in the Charter School 'GAP' Program designed to address and correct gaps in learning. This program was designed for students who are at the lowest rung of differentiated instruction, but do not possess a learning disability. If the SST does not

remediate the deficiency, then the District, conducts an IEP, to determine other academic strategies and interventions beyond those available at the Charter School. Articulation from grade level-to-grade level also ensures that student outcomes meet the CCSS and CSS. This is accomplished through grade level meetings designed to define academic achievement outcome; agreement among intra-grade level teachers to assess, prioritize, teach, and evaluate the same skills to all students in the respective grade, and finally, inter grade level articulation to assure that students matriculate to the next grade level demonstrating the skills identified in the State, District and school standards.

Reporting to Caretakers

E.C. Reems Academy will use a combination of formal and informal reporting to provide families with access to information and data on their children's achievement levels. Reports will be user-friendly and provided in the families' native language. Informal reporting to families will be ongoing through such methods as phone calls, texts, written notes, emails, and face-to-face conversations. Formal reporting to families will include Report Cards, Assessment Results, Family-Teacher Conferences, and the Student Portfolio.

Professional Development

Correlating the results of Teacher/Site-generated, CCSS-based normative and summative testing with the results of OARS and SBAC normative and summative testing results, will be a crucial and ongoing focus of teacher professional development, support and evaluation.

Teachers will be given professional development training and in-class coaching by external consultants, focused on incorporating and utilizing the data generated by the CalMAPP student testing to demonstrate measurable improvements in teacher instruction and student learning. Teachers will receive ongoing training and preparation specifically targeted at assisting the students in understanding and mastering the core content knowledge, computer-based testing skills and the higher order thinking skills tested by the SBAC testing format.

Teachers (Grades 3-8) will receive annual and ongoing professional development training on using this data in the design, delivery, and evaluation of instruction. Teachers will also be trained in generating classroom assignments to improve student understanding and application of targeted CCSS Content and Practice standards and higher order critical and creative thinking skills.

Local Control Accountability Plan ("LCAP")

The multiple forms of data collected will be used in whole by E.C Reems Academy to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to SFUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

E.C. Reems Academy will use our data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, the Board, and the community at large.

Conclusion

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

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

Background on Smarter Balanced Assessment Consortium (SBAC)

Beginning Academic Year (AY) 2013-14, the previously mandated CST standardized testing will be replaced by on-line, computer-based, adaptive Smarter Balanced Assessment Consortium (SBAC) testing for Grades 3-8 in English Language Arts (ELA) and Mathematics. The SBAC testing is based upon the California Common Core State Standards (CCSS) Content and Practice Standards for English Language Arts and Mathematics for Grades 3-8, and *are designed to assess the student's depth, understanding and application of core content knowledge*. In addition, the SBAC testing is also designed to assess specific *"higher order critical and creative thinking skills, particularly "problem-solving skills applied to real-world problems"*.

The Smarter Balanced Assessment Consortium (SBAC) will be "field-testing" the English Language Arts (ELA) and Mathematics tests (Grades 3-8) in the spring of 2014. Individual and school-wide results will not be available from the field testing or the initial school wide testing until the summer of 2015, (at the earliest) according to the CDE. In the spring of 2015, annual SBAC Summative testing will begin school-wide in ELA and Math for Grades 3-8. Individual and school-wide results will be available within a short period of time following the 12 week testing window.

SBAC Normative Testing in SLA and Mathematics will not be available until

AY 2016-17 according to information available on the CDE website. When available, SBAC Normative ELA and Math Testing will be utilized on a monthly basis. *According to information currently available from the California Department of Education website, "Individual Student and School-wide Benchmarks" will be determined after Year II (2015-16) of SBAC testing.*

In summary:

2013-14	SBAC Field Testing (ELA and Math (Grades 3-8)
2014-15	SBAC Testing (Grades 3-8) Year I
2015-16	SBAC Testing (Grades 3-8) Year II Individual/School Benchmarks

Element D: School Governance

Education Code 47605(b)(5)(D)

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement

E. C. Reems Academy in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. E. C. Reems Academy acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of E. C. Reems Academy, 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 E. C. Reems Academy by law or charter Provisions. "Ernestine C. Reems Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."

Ernestine C. Reems Academy of Technology & Arts is constituted as a California Non-Profit Public Benefit Corporation pursuant to California law. The Charter School is being governed pursuant to the bylaws adopted by the Governing Board, as subsequently amended pursuant to the amendment process specified in the bylaws.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Members of E. C. Reems Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools.

E. C. Reems Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Attached, as Appendix A, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

Board of Trustees

The Governing Board's major roles and responsibilities includes establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and selecting and evaluating the top administrative staff. The Board, whose members have a legal fiduciary responsibility for the wellbeing of the organization and the Charter School, rotate off the board,

insuring consistency and institutional memory, to govern the Charter School. The Charter School's governing board is composed of a maximum of eleven members, to include see Appendix B and Appendix C – Board Bios:

- 1 Statutory President, Dr. Ernestine C. Reems Dickerson, or her designee
- 1 Community Organization Representative
- 2 At-large community Representatives
- 2 Business Representatives
- 1 Higher Education Representatives
- 1 Teacher Representative
- 2 Parent Representatives

Board members serve two and three year terms with a maximum of three consecutive terms Dr. Ernestine C. Reems' position has no term limit. The Board conducts an open and well-publicized nomination process to allow parents and other interested parties to nominate themselves or others for appointment to the Board when vacancies arise. All new members must be approved by the Board, with the exception of the OUSD representative.

If the OUSD Board desires, it may have one of its members appointed as a member to the Board of Ernestine C. Reems Academy of Technology & Arts, in accordance with Education Code Section 47604(b).

The parent representatives are of vital importance in that they monitor the pulse of parent concerns. The parent representative is responsible for reporting the outcomes of the monthly parent meetings to the board. The parent representatives are the bridge between the Charter School and the community.

The Board of Trustees of the Charter School will meet regularly, bi-month (except during the summer) and in accordance with the Brown Act.

Ernestine C. Reems Academy of Technology & Arts Board of Director's Responsibility Template

Board of Trustee's Responsibility

Legal Responsibility

Board Accountability

Board of Trustee Role

- Exercises fiduciary role to ensure that the Charter School is properly managed.
- Maintains legal status; insures that the proper paperwork is submitted to governmental agencies.
- Reviews financial and business dealings.
- Establishes and communicates clear expectations of Board trusteeship.
- Assures effective participation of Board trustees.

Financing and Accounting	<ul style="list-style-type: none">• Approve annual budget.• Reviews monthly/other scheduled financial reports.• Ensures that proper internal controls are in place.• Hires and oversees auditor
Strategic and School-wide Plan	<ul style="list-style-type: none">• Approves school goals and objectives.• Reviews strategic/school-wide plan and progress.• Assesses compliance/progress in achieving educational and other outcomes agreed t in the charter contract.
Evaluation of Programmatic Success	<ul style="list-style-type: none">• The board will evaluate student performance data.
Monitors Special Ed and English as Second Language Learner Programs Policy Creation and Approval	<ul style="list-style-type: none">• Ensures that all special education and second language learner programs support compliance and delivery.• Develop and/or adopt written policies.• Responsible for reviewing policies periodically.
Personnel	<ul style="list-style-type: none">• Sets and reviews personnel policies.• Hires COO/Executive Director & evaluates performance.
Resource Development	<ul style="list-style-type: none">• Responsible for assuming long-range commitments of resources; establishes a fund development plan and participates in its implementation.• Reviews and approves all major grant proposals.
Decision Making	<ul style="list-style-type: none">• Defines and communicates the role of the Board, and COO/Executive Director in making decisions.• Assures appropriate involvement of board trustees in ECR Academy decision making.
Community Relations	<ul style="list-style-type: none">• Promotes the Charter School to parents, and the general public, including serving as an ambassador of the Charter School.• Vigorously pursues capital investments for school development.• Reports an annual finding in the form of an executive summary to parents and the general community.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

The Role of the Principal The Principal will be the academic leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Executive Director, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal shall perform assigned tasks as directed by the Charter School Board of Trustees and Executive Director and shall be required to undertake some or all of the tasks detailed below.

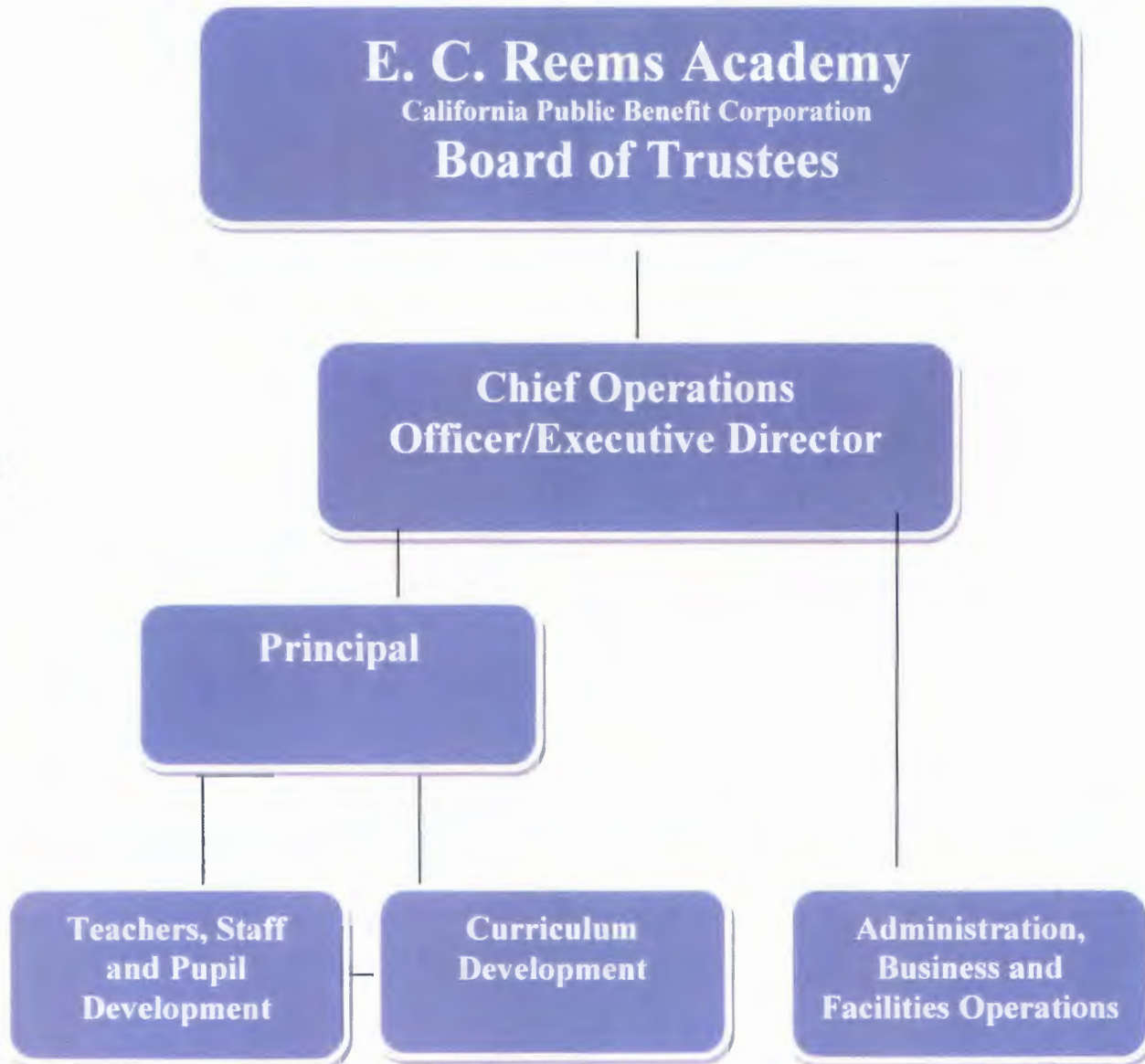
Parent Volunteers and Involvement

Parents are an integral part of their children's learning and are required to spend time at the Charter School in a variety of venues, including assisting teachers, chaperoning fieldtrips, assisting administrative staff, and supporting fundraisers and school activities. Presence and visibility are key components that reinforce that students are valued, especially students whose parents do not play a major role in their child's lives, be it academic or social. Parent volunteers, like teachers, become surrogates to our students, in that their presence and participation as role models ensures students that they are valued and consequently cared for in a manner that does not often exist in their own homes. Children's academic success is tied to a sense of self-worth. A sense of self-worth is acquired when a child is taught that they are worthy of being taught. It occurs when adults affirm their success in school. Parents are the

primary support group as it relates to fundraising. Our parents contribute to the Charter School budget through fundraising. The funds are used to purchase supplemental materials, student programs and fieldtrips.

There are two parent organizations: the School Site Council (SSC) and the Parent, Teacher Organization (PTO). These two organizations provide parental input in all areas related to the Charter School. Parents are the most important member in a child's life and education. Their participation and exposure increases student achievement more than any other factor.

Organizational Chart



Element E: Employee Qualifications

Education Code 47605(b)(5)(E)

The qualifications to be met by individuals to be employed by the school.

The Chief Operations Officer/Executive Director is selected by the Board. Staff is selected by the Executive Director and the Principal. All staff operates on performance-based annual contracts with the Charter School.

The operational staff, as well as the Principal and Executive Director, are provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirement. All non-instructional staff possess experience and expertise appropriate for their position with the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

All staff must provide a Department of Justice criminal background check and fingerprints to insure pupil and staff safety. All staff submit TB test results every four years. Live Scan reports, credentials, temporary waivers, and TB test results are pre-employment requirements and must be submitted to school personnel prior to the inception of employment. At-will contracts are offered upon submittal of the noted documents. See key management role job descriptions, Appendix E.

Administrative Staff includes (not exhaustive and may change according to need)

- Chief Operations Officer/Executive Director
- Principal

Operational Staff includes (not exhaustive and may change according to need)

- Business Administrative Assistant
- Receptionist/Cafeteria Cashier
- Lunch Staff
- Custodial Staff
- Security Officer
- Recess Aides

Teaching/Instructional Staff (not exhaustive and may change as needed)

- Certificated/credentialed Teachers
- Non-certificated/non-credentialed Teachers
- Instructional Aides
- Reading Resource Instructors
- Mathematics Resource Instructors
- Interns
- Mentors

Instructional Aides, Interns and Mentors will work side-by-side with a teacher, as teacher support.

Administrative Staff Qualifications

The qualifications for our key administrative staff are provided below, and described in full detail in Appendix F of this charter.

Chief Operating Officer

- Ability to balance the delivery of the program to the budget. Problem solve and improve unstable conditions through conversion and implementation.
- Provide strategic vision and anticipate future consequences and trends and incorporate them into the organizational and operational plans.
- Plan and build capacity to effectively build organization and staff capacity, develop strong workforce, and provide seamless and stable operation.
- Have capacity for managing and leading people; build teams to help scale up the school; enforce accountability, develop and empower leaders from the bottom up.

Executive Director

- Master's in Education or other significant experience, preference of some superintendent course work.
- Knowledge about charter schools, specifically educational management, educational leadership, and student services, fiscal management, HR and facilities experience.
- Must have experience in special education due process and procedures. Knowledge of and experience working with diverse populations.
- Knowledge of and experience in evaluating instructional curricula, teacher evaluations and team review.

Principal

- Experience as an Assistant Principal or site leader.
- Strong data analysis skills and use.
- Experience coaching, mentoring or developing teachers and teacher teams.
- Must have a minimum of three years teaching experience and three years administrative experience. Knowledge of elementary/middle school curriculum and practices.
- Knowledge of the Common Core Standards, training and integration

Teacher and Instructional Aide Qualifications

Ernestine C. Reems Academy of Technology & Arts retains or employs core teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

Credentialed teachers teach the 'core' academic classes of language arts, mathematics, science, and history/social studies. These teachers are responsible for overseeing the pupils' academic progress and for monitoring grading and matriculation decisions, as specified in the Charter School's operational policies.

Ernestine C. Reems Academy of Technology & Arts may also employ or retain **non-certificated instructional support staff to instruct 'non-core' subject classes**. These classes may include - but are not limited to, computer, physical education, music, dance, resiliency, and media technology.

'Non-core' instructors have an appropriate mix of subject matter expertise, professional experience, and education to professionally teach pupils their art/skill. Instructional Aides possess an Associates Degree or an equivalent number of credits towards a Bachelor's Degree. Non-core instructors possess an Associate's Degree or higher, or 48 units of credit toward a Bachelor's Degree.

Professional Development

These staff members demonstrate capacity to work successfully in an instructional capacity and provide applied instructional experiences to E.C. Reems Academy pupils. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher, unless they are instructing non-core courses and activities.

All teachers and instructional staff participate in weekly staff development seminars to stay abreast of the latest teaching strategies, community development, and psycho-social practices that deepen their ability to support disadvantaged learning styles and patterns of inner city children of color.

All staff regardless of position:

- demonstrate a desire to provide opportunities to pupils lacking academic, behavioral, or psycho-social deficits.
- possess sensitivity to the needs of pupils and their families.
- work with parents/caretakers as educational partners.
- be willing to participate in staff meetings, parent meetings, and other school-wide meeting that help guide growth and development of the Charter School.
- apply the philosophy "it takes a village to educate a child", by participating in pedagogical and cohort systems to support pupil and parent learning styles.

Element F: Health and Safety Procedures

Education Code 47605(b)(5)(F)

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237

Ernestine C. Reems Academy of Technology & Arts has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers and at a minimum include the following procedures, summarized below (a comprehensive set of health and safety policies is maintained at the Charter School):

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Trustees on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Ernestine C. Reems Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

Element G: Means to Achieve Racial/Ethnic Balance Reflective of District

Education Code 47605(b)(5)(G)

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted

A charter school's ability to achieve a racial and ethnic balance lies in its pre-admissions recruitment and outreach efforts. The charter school is required under the Charter Schools Act to include in its charter petition, "the means by which the school will achieve a racial and ethnic balance" among its students that is "reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Education Code Section 47605(b)(5)(G).) However, California's Charter Schools Act and Prop. 209 restrict a charter school's ability to take race and ethnicity into account when making admissions decisions. The Charter Schools Act provides that charter schools may not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, or sexual orientation, among other characteristics. (Education Code Section 47605(d)(1).) Additionally, a charter school must admit all pupils who wish to attend the school, and it must institute a lottery process if the school becomes oversubscribed. Moreover, under California's Prop. 209, charter schools may not discriminate against, or grant preferential status to, any individual or group on the basis of race, sex, color, ethnicity or national origin. (California Constitution Article I, Section 31.) [Cal Charter School Association, www.calcharters.org/2011/09/charter-school-enrollment-law-overview.html##oggedin]

E.C. Reems Academy Recruitment Policies and Procedures

E.C. Reems Academy admits students based on the CDE Education Code Section 47605(b)(5)(G) and Prop 209. It is the intention of the school to reflect the community it serves, as well as serving any students, regardless of race, ethnicity, gender, nationality, disability, religion or sexual orientation.

Element H: Admission Requirements

Education Code 47605(b)(5)(H)

Admission requirements, if applicable

Student Admissions Policies and Procedure

Ernestine C. Reems Academy will be nonsectarian in its program, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender nationality, race or ethnicity, religion, sexual orientation, or hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

As part of the Fall information Update, Ernestine C. Reems Academy will notify the District in writing of the application deadline and proposed lottery date. Ernestine C. Reems Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

Our Admission Requirements are aligned to Education Code 47605(b)(5)9H) regulations.

Enrollment

Open enrollment is conducted annually and is on-going to fill vacancies in grades Pre-K - 8.

Families may pick up enrollment applications if there is no need for a lottery and lottery applications if there are more applicants than vacancies. Applications will also be posted on the school website.

The application form will not request information relative to race, income, or employment.

The School will host open houses and public forums throughout the year to encourage families to consider E.C. Reems Academy as their school of choice.

Open Houses and Open Enrollment will be advertised in community papers, on radio and local television. Open Enrollment will be explained at Open Houses, on the website and during parent meetings with interested community members.

School will contact Pre-schools, community organizations, and area schools (feeders for middle school) to make presentations to students and families to encourage them to consider E.C. Reems Academy as their school of choice.

School will utilize social media: Twitter, Facebook and School Website to announce school programs, student success stories and activities to market school and open enrollment.

School parents will visit parents to increase awareness about the school and encourage families to enroll their children at E.C. Reems Academy.

Enrollment Retention

PTO officers will meet with parents during school hours in the Parent Room to discuss parent participation, retention and outreach.

Parents and staff will meet with families at host homes and coffee clutches to discuss retention, parent satisfaction and needs.

Staff will conduct student satisfaction surveys to determine strengths and weaknesses; will use the information to improve school.

Lottery

For the purposes of the following procedures and rules, "Lottery" shall refer to the selection of applicant names by a random method such as a blind drawing of an individual name or a number associated with the name in a container until all of the names in the container have been exhausted.

Only one lottery will be conducted each year, the second week in February for each grade level.

When a name is drawn, it will be posted in a visible location until all vacancies have been filled and a new waiting list has been established.

Display of lottery winners will be posted in the school lobby by name.

When the names have been recorded, the lottery will be processed and parents will submit paperwork to complete the enrollment process.

When all vacancies have been filled by grade, the remaining applicants are placed on a Wait List by grade in enrollment number order.

All applicants received after Open Enrollment will be accepted on a "First-Come, First-Served" basis and will be added to the end of the Wait List in the order in which they were received.

The Wait List for any given year will be maintained for one school year and will be terminated the last school day of the year.

Enrollment Forms

Families must provide the following supporting documentation to complete admission process: Application, three forms of identification with current address (such as a mortgage statement, rental lease, cable bill, utility bill or phone bill), California driver's license, passport, birth certificate, transfer form from prior school, student's immunization records, and recent report card. In accordance. [Exception: students that fall under the scope of McKinney-Vento Homeless Assistance Act.]

Preferences

Types of preferences: sibling and homelessness

Students with siblings have priority over other applicants and will be enrolled prior to lottery applicants.

The intent of sibling preference is to keep families together in school. Siblings can be biological, adoptive or members of a blended family. Siblings must reside in the same household to receive sibling preference.

Homeless students will be enrollment through a preference waiver, providing additional time to submit the required documents which includes school records, health records, proof of residence and guardianship.

All applicants must submit an application at Open Enrolment even if one was submitted the prior year.

Notification

Each year families will be given an "Intent to Return" form to determine enrollment projections for the upcoming school year. Families who decline their enrollment for the upcoming year will not be considered and will lose their enrollment status and will have to re-enter the lottery or open enrollment process.

Students who do not show up for school the first week of school will be dropped unless the parent of the enrolled student contacts the school to explain the absence and late start of the school year. If the parent fails to contact the school on or before the third day of school the student's space will be filled and the students name will be placed at the bottom of the Wait List.

Ernestine C. Reems Academy acknowledges that pursuant to Article XVI section 8.5 (e) of the California Constitution, sections 2, 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(aaaa(c), and 35258 of the Education Code require schools, including Ernestine C. Reems Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Ernestine C. Reems Academy and of the District. Ernestine C. Reems Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Ernestine C. Reems Academy does not have that Ernestine C. Reems needs in order to meet its obligations, the District shall provide the same to Ernestine C. Reems Academy in a reasonably timely manner upon request."

Element I: Financial (and Programmatic) Audit

Education Code 47605(b)(5)(I)

The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Annual Independent Financial Audit

An annual independent fiscal audit of the books and records of E.C. Reems Academy is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of E.C. Reems Academy are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, reviews any audit exceptions or deficiencies and report to E.C. Reems Academy Governing Board with recommendations on how to resolve them. The Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of E.C. Reems Academy is public record to be provided to the public upon request.

Programmatic Audit

To the extent that E. C. Reems Academy is a recipient of federal funds, including federal Title 1, part A funds, E. C. Reems Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs, 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 limited to the following:

- 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.

- Develop jointly with, and distribute to parents of participating children, a school-parent compact.
- Hold an annual Title 1 meeting for parents of participating Title 1 students.
- Develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy.

(E. C. Reems Academy 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.

In addition to fiscal auditing practices, the Charter School conducts annual programmatic audits to ensure that performance reporting is consistent with OUSD and E.C. Reems Academy standards and practices.

The process includes, but is not limited to, the following items:

- summary data showing pupil progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C
- an analysis of whether student performance is meeting the goals specified in Element B. This data is displayed on both a school-wide basis and disaggregated by the major racial and ethnic categories to the extent feasible without compromising student confidentiality
- a summary of major decisions and policies established by the Charter School's governing board during the year
- data on the level of parent involvement in the Charter School's governance and summary of data from an annual parent and student satisfaction survey
- staff data including qualifications
- a copy of the Charter School's health and safety policies and /or a summary of any major changes to those policies during the year
- information demonstrating whether the Charter School implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population
- an overview of the Charter School's admissions practices during the day and data regarding the numbers of pupils enrolled, the number on waiting lists, and the numbers of pupils expelled and/or suspended
- analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints
- other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally

- Ernestine C. Reems Academy of Technology & Arts may receive funding in accordance with Education Code Section 47617 or its successors. It is the intent of Ernestine C. Reems Academy and OUSD to develop mutually agreeable Memoranda of Understanding that will adjust the apportionment's due to the Charter School pursuant to Education Code Section 47617 to accomplish the following:
 - adjust the Charter School's base revenue limit funding to reflect OUSD's usual difference in per-pupil spending at various grade levels (class reduction funds, etc.)
 - enable ECR, OUSD, and the District's Special Education Local Planning Act to jointly and cooperatively address the needs of special needs pupils and share in the costs and revenues associated with serving such pupils
 - compensate OUSD for the value of any services rendered, using a mutually agreed to direct service or other formulas agreed to in the MOU
 - address funds transfer and fiscal overview procedures

In addition to the revenue sources in Education Code Section 47617, OUSD will distribute other revenue sources that the District may share with the Charter School, to the extent that ECR pupils and programs generate funding entitlements. These other revenue sources can include, but are not limited to, the following sources and programs:

- The California State Lottery
- Categorical Block Grants
- Breakfast and Lunch Program Funding
- Charter school funding from the California Department of Education, the federal government, or other sources
- Any other available or mutually agreeable sources and funding for programs

Element J: Pupil Suspension and Expulsion

Education Code 47605(b)(5)(J)

The procedures by which pupils can be suspended or expelled.

Suspension and Expulsion

E. C. Reems Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves E. C. Reems Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. E. C. Reems Academy 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).

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the

California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days

- notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the

evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

In the case of special education student, or a student who receives 504 recommendations, E. C. Reems Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement System

Education Code 47605(b)(5)(K)

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security

Non-certificated employees at Ernestine C. Reems Academy of Technology & Arts will participate in the federal social security system. Certificated employees will participate in the State Teachers' Retirement System. The E.C. Reems Academy Executive Director will ensure that appropriate arrangements are made with the County Office of Education to ensure proper reporting in accordance with Education Code Section 47611.3. The County Office shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies in exchange for its actual costs for providing the service.

The Charter School's Governing Board retains the option to review all retirement systems to make adjustments that will, within the limits of the law, provide teachers and staff with viable and competitive retirement options. This clause is intended to support teacher and staff recruitment and retention.

Element L: Public School Attendance Alternatives

Education Code 47605(b)(5)(L)

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools

No student may be required to attend the Charter School. Pupils who opt not to attend Ernestine C. Reems Academy of Technology & Arts may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. The parents or guardians of each pupil enrolled in E.C. Reems Academy shall be informed on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Description of Employee Rights

Education Code 47605(b)(5)(M)

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Process

Education Code 47605(b)(5)(N)

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter

The staff and Governing Board members of E. C. Reems Academy agree to attempt to resolve all disputes between the District and E. C. Reems Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and E. C. Reems Academy except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(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:

To Charter School, c/o School Director:
E. C. Reems Academy

To Coordinator, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 10
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 facts 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 a 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,

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Disputes Arising from within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board

members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School.

OUSD shall not intervene in any such internal disputes without the consent of the Charter School's Governing Board and shall refer any complaints regarding such disputes to the Governing Board or designee for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the Charter School has requested OUSD to intervene in the dispute.

Element O: Labor Relations

Education Code Section 47605 (b)(5)(O) A declaration whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

Ernestine C. Reems Academy of Technology & Arts is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act ("EERA"). E.C. Reems Academy shall comply with the EERA.

Element P: (School) Closure Procedures

Education Code 47605(b)(5)(P)

A description of the procedures to be used if the charter school closes

Closure of E.C. Reems Academy will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of E.C. Reems Academy, the District, the Alameda County Office of Education, E.C. Reems Academy's SELPA, the retirement systems in which E.C. Reems Academy's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of E.C. Reems Academy of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close E.C. Reems Academy.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, E.C. Reems Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of E.C. Reems Academy shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, E.C. Reems Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, E.C. Reems Academy will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by E.C. Reems Academy and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any

reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to E.C. Reems Academy.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of E.C. Reems Academy, all assets of E.C. Reems Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending E.C. Reems Academy, remain the sole property of E.C. Reems Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, E.C. Reems Academy shall remain solely responsible for all liabilities arising from the operation of E.C. Reems Academy.

As E.C. Reems Academy is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of E.C. Reems Academy. The Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix G, E.C. Reems Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

Budget and Financial Reporting

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix F, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

E.C. Reems Academy provides reports to the District in accordance with Education Code Section 47604.33, and provides additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the E.C. Reems Academy' annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all the E.C. Reems Academy' receipts and expenditures for the preceding fiscal year.

Administrative Services

"The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).

To ensure effective financial management, E.C. Reems Academy works with a back-office service contractor with expertise in finance, facilities, business management, and administration. At all times E.C. Reems Academy retains final authority and control over these functions. E.C. Reems Academy is currently working with Charter School Management Corporation (CSMC)), which provides business, financial, and technology services for over 34 charter campuses. This contract will be re-bid competitively as needed.

The Executive Director at E.C. Reems Academy oversees the work of the selected business service company, which handles all back-office business functions, including: accounts

payable/receivable; general accounting; payroll; and insurance and benefits administration. The company helps the Executive Director and Governing Board to create and monitor the annual budget and provides monthly budget and cash flow projections.

Facilities

The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

If E.C. Reems Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 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 E.C. Reems Academy moves or expands to another facility during the term of this charter, E.C. Reems Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. E.C. Reems Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department 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.

The Charter School is physically located at 8425 MacArthur Blvd, Oakland, California. There are two facilities on the site, a three-story school building and a house. The school building is the primary facility and houses seventeen of the twenty classrooms. The second building houses three classrooms. The facilities are leased from the Center of Hope Church and have an annual renewable lease. The primary facility was formally a Christian school owned and operated by the church.

Insurance

As it relates to insurance and safety Ernestine C. Reems Academy of Technology & Arts purchases and maintain as necessary general liability, errors and omissions, property, workers compensation, and unemployment insurance policies to protect against unforeseen circumstances.

Civil Liability Impact

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Reporting and Accountability

If E. C. Reems Academy DOES NOT TEST (i.e., STAR) with the District, E. C. Reems Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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.

External Reporting

E. C. Reems Academy 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.

Public Records

E.C. Reems Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c) and 35258 of the Education Code require schools, including E. C. Reems Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at E. C. Reems Academy and of the District. E. C. Reems Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that E. C. Reems Academy needs in order to meet its obligations under those authorities as well. To the extent that there is information that the District has, but that E. C. Reems Academy does not have that E. C. Reems Academy needs in order to meet its obligations, the District shall provide the same to E. C. Reems Academy in a reasonably timely manner upon request.

Addressing Parent Complaints

E. C. Reems Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. E. C. Reems Academy will not, at any time, refer to complaints to the District.

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.

E. C. Reems Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of complaint filed with E. C. Reems Academy alleging its noncompliance with these laws or alleging its noncompliance with these laws. E. C. Reems Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

E. C. Reems Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

E. C. Reems Academy will implement specific and continuing steps to notify application for admission and employment students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates and, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

District Fee for Oversight

The District may charge for the actual costs of supervisorial oversight of E.C. Reems Academy not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if E.C. Reems Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Impact on Charter Authorizer

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;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 - Final Unaudited 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

E.C.Reems Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- E.C. Reems Academy is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things monitor the fiscal condition of E.C. Reems Academy.

All Misc. and Impacts

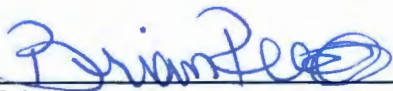
E.C. Reems Academy must submit its renewal petition to the office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of E.C. Reems Academy in accordance with Education Code Section 47607. Any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Term and Renewal of Charter

In accordance with California Education Code §47607(a)(1), upon approval, this charter petition will be effective as of the date of approval and we petition for a period of five (5) fiscal years starting with the first fiscal year in which the school operates beginning July 1, 2014 and ending on June 30, 2019.

E.C. Reems Academy may request from the Board of OUSD that an amendment be made to the charter at any time prior to expiration. E.C. Reems Academy will submit its renewal petition to the Oakland Unified School District no earlier than September of the year before the charter is due to expire and no later than January 31st of the year the charter is scheduled to expire. Charter amendments and renewals shall be governed by the standards and criteria in Education Code sections 47605 and 47607, and their implementing regulations.



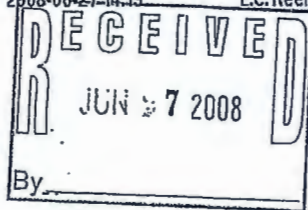
Brian Reems
President, Board of Trustees



Date

ARTICLES OF INCORPORATION

APPENDIX A



2283885

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUL 24 2001

GILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF THE
ERNESTINE C. REEMS ACADEMY OF TECHNOLOGY AND ARTS,
A California Nonprofit Public Benefit Corporation

I

The name of this corporation is Ernestine C. Reems Academy of Technology and Arts.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

(1) To manage, operate, guide, direct, and promote the Ernestine C. Reems Academy of Technology and Arts, a California public school, and

(2) To perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III

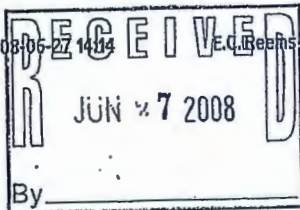
The name and address in the State of California of this corporation's initial agent for service of process is:

Gregory V. Moser, Esq.
c/o Foley & Lardner
402 West Broadway, 23rd Floor
San Diego, California 92101

IV

A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.



C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law), or (b) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

V

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of it shall ever inure to the benefit of any director, officer, or member hereof, or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

VI

The provisions of these Articles of Incorporation may be amended only with the prior written approval of School Futures Research Foundation.

Dated: 7/24, 2001

Christina D. Yates
Christina D. Yates, Incorporator



**RESTATED
BYLAWS**

APPENDIX B

RESTATED
BYLAWS
OF
ERNESTINE C. REEMS ACADEMY OF TECHNOLOGY AND ARTS

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**RESTATED BYLAWS
OF
ERNESTINE C. REEMS ACADEMY OF TECHNOLOGY AND ARTS**

**ARTICLE I
Purposes**

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

**ARTICLE II
Offices**

Section 1. Principal Office.

The corporation's principal office shall be located at 8411 Macarthur Boulevard, Oakland, California, 94061. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE III
Membership**

Section 1. Sole Statutory Member.

Unless and until these bylaws are amended to provide otherwise, Dr. Ernestine C. Reems shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

ARTICLE IV
Board of Trustees

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation, these Bylaws, and such local public agency laws as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and,

ix. To carry out such other duties as are described in the Charter of the Ernestine C. Reems Academy of Technology and Arts as approved by the Oakland Unified School District.

Section 2. Number and Qualifications of Trustees.

i. The corporation shall have five (5) trustees, unless and until changed by amendment of the Articles of Incorporation or by amendment of these Bylaws.

ii. The qualifications for Trustees are generally the ability to attend board meetings, a willingness to actively support and promote the Ernestine C. Reems Academy of Technology and Art ("Academy"), and a dedication to its educational philosophy and goals.

Section 3. Appointment and Term of Office.

i. The initial Trustees shall be appointed by the incorporator, and shall be divided into two (2) groups of approximately equal number. Of the initial Trustees, the first group shall hold office for a term of one (1) year or until the next annual meeting, whichever occurs first, and the second group of trustees shall hold office for a term of two (2) years or until the second succeeding annual meeting, whichever occurs first. Thereafter, each elected Trustee shall hold office for a term of two (2) years, or until a successor has been elected. No Trustee shall serve more than three (3) consecutive terms without a break in service of at least one (1) year.

ii. The Board shall be comprised of the following individuals:

(1) Two parents of students enrolled at the Academy;

(2) one representative from the higher education community;

(3) one representative from the Oakland Community Organization or other community representatives; and

(4) one representative from the business community.

Each year, the Board shall conduct an open and well-publicized nomination process to allow all interested parties to nominate themselves or others for appointment to the Board. All new members must be approved by the Board. The Board shall endeavor to appoint new members each year.

iii. The Board may, from time to time, elect or appoint additional trustees through the majority vote of the existing trustees.

Section 4. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

Section 5. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. Notwithstanding Section 4, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. The Board shall conduct an open and well-publicized nomination process to allow all interested parties to nominate themselves or others for appointment to fill any vacancies. A vacancy on the Board shall then be filled by the vote of a majority of trustees then in office following the open nomination process. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Section 6. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 7. Meetings; Annual Meeting.

Notwithstanding any other provision of these Bylaws, to the extent required by law, all meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act.").

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member or by resolution of the Board.

Section 8. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held without call or notice at such times and places as may from time to time be fixed by the Board.

Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 10. Notice of Special Meetings.

i. Special meetings of the Board may be held only after each trustee has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice given personally or by telephone, telegraph, facsimile, telex or other similar means of communication.

ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 11. Quorum.

A majority of the Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 12. Consent to Meetings.

Except as otherwise may be provided in the Brown Act, the transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

Section 13. Action Without Meeting.

Except as otherwise may be provided in the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such trustees.

Section 14. Telephonic and Electronic Video Meetings.

Except as otherwise may be provided in the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees.

Section 15. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment.

Section 16. Rights of Inspection.

Subject to applicable federal and state laws regarding pupil confidentiality, every trustee has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 17. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- a. The approval of any action for which the California Nonprofit Public Benefit corporation Law requires the approval of the Statutory Member;
- b. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- c. The fixing of compensation of the trustees for serving on the Board or on any committee;
- d. The amendment or repeal of bylaws or the adoption of new bylaws;
- e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- f. The appointment of other committees having the authority of the Board;
- g. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or
- h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 18. Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 19. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 20. Nonliability of trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 21. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

a. Borrow money in the name of the corporation for corporate purposes in excess of Fifty Thousand Dollars (\$50,000) or utilize property (real or personal) owned by the corporation as security for loans in excess of One Hundred Thousand Dollars (\$100,000);

b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the corporation except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the corporation;

c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;

d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;

e. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or

f. Make any loan of money or property to or guarantee the obligation of any trustee or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit Corporation Law.

Section 22. Interested Persons.

Not more than forty-nine percent (49%) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 23. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 24. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation;

ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or Fifty Thousand Dollars (\$50,000).

iv. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

(1) The corporation entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(3) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(4) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

(5) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

Section 25. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 26. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 27. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 28. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the

duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 29. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 30. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 29 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any trustee or officer of the corporation, or its parent or subsidiary;
or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person."

Section 31. General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article IV shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 1090 or Sections 81000 et seq., or other applicable laws.

ARTICLE V
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 9 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. President.

The president is the chief executive officer of the corporation and has, subject to the control of and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section 5. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the

President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 9. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI Indemnification

Section 1. Definitions.

For the purposes of this Article, “agent” means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a

judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by

or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section 11. Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article VI, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees,

officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

ARTICLE VII Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of the Statutory Member and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of the Statutory Member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President.

Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII Effective Date and Amendments

Section 1. Effective Date.

These bylaws shall become effective immediately upon their adoption. Amendments to these bylaws shall become effective immediately upon their adoption, unless

the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

Section 2. Amendments.

These bylaws may be amended or repealed and new bylaws adopted only by the Statutory Member.

[END]

BOARD RESUMES

APPENDIX C

RELEVANT EXPERIENCE AND ACCOMPLISHMENTS

PROGRAM DEVELOPMENT AND RESEARCH

Provided support, mentoring and coaching to employees to facilitate performance of job duties and to assist employees with their professional development.

Maintained and submitted monthly unit statistics and face to face contact statistics to the administration on a timely basis; completed required monthly case reviews covering compliance and corrective action issues and took appropriate actions.

Facilitated weekly supervisory conferences. Ran monthly unit meetings; attended scheduled Division, Section and other meetings as assigned by the Social Services Program Manager.

Delivered motivational speeches at meetings to facilitate youth turning their "scars into stars".

PROFESSIONAL EXPERIENCE

Protective Services Supervisor 7/1/08-Present

Social Services Section Manager 4/1/06-7/1/08

Child Welfare Supervisor (4/2003 - 4/2007)

Child Welfare Worker II, Teen Unit and Family Services Unit (3/1999 - 4/2003)

Alameda County of Children & Family Services, Oakland, CA 11 /1998 - 3/1999 Child Welfare Worker II, Family Services Unit

Long Beach Mental Health, Long Beach, CA 9/1996 - 6/1998
Master of Social Work Intern, Los Angeles County Social Services

Matilda Cleveland Transitional Housing, Oakland, CA 7/1995-9/1996
Director of Counseling

Frago Treatment Center, Oakland, CA 8/1990-7/1995
Group Home Counselor

Keith Marquette Courts

Objective Well qualified and highly trained educator and professional, seeking a new challenge as a vice principal, where innovative vision and dynamic leadership skills can deliver strong results to teachers, schools and the community as a whole. **Outstanding twenty-year track record of success in building start-up and diverse business operations.** Proven abilities in multiple disciplines, specifically people management, teacher development, budget control and employee training as well as developing educational strategic process leading to results.

Experience 8/03 – Present E.C. Reems Charter Academy of Technology & Arts (OUSD) Oakland, CA

Middle School Teacher and Board Member

- Performed multiple subjects teaching duties for 6th through 8th grades in a progressive, well-performing public charter school located in East Oakland. CPR and NIMS certified
- Created, implemented and served as dean of students for summer school 2007, for students identified during the school year as at-risk for academic failure in the next grade level
- Currently serving a 7th year appointment to the governance board in charge of overseeing the school's financial budget, fundraising and development projects, major capital improvements, teacher and staff discipline issues and API performance reviews
- Has performed as an integral part of the school administration in creating curriculum, building programs such as the advanced algebra and geometry after school club as well as creating the chess club and an innovative approach to improving state tests reading scores

8/02 – 6/03 George Washington Carver Elementary San Francisco CA
(SFUSD – Bay View Hunter's Point)

Long-term Substitute On-site

- Performed substitute teacher's duties for absent teachers, kindergarten through 5th Grades. Also assisted the principal in disciplinary actions, administrative duties, emergency evacuations and implementation of other school safety programs
- By direction of Principal, created an after school program to serve a school population of 350 pupils. Set up all aspects of the program including curriculum to be taught, schedule of classes, budget, certificated personnel as well as support staff and Federal Snack Program components
- Received a written commendation by way of the principal from Superintendent Arlene Ackerman for service to the school and community saving students during a drive by shooting

2/02 – 6/02 Kelly Educational Services Kenosha WI

Substitute Teacher/ Long Term Placement High School Teacher

- Began teaching career as a substitute teacher and performed duties for kindergarten ages 4 and 5 through 5th grades in the Trevor Grade School District and 9th grade through 12th grade in the St. Francis High School District teaching biology and ocean science on a long term basis Developed emergency teaching strategies to address classroom management and behavior modifications as well as keeping students on-task and working with alternative learning programs
- Was nominated for "Teacher of the Semester Award" by Kelly Educational Services for the Midwest Region of Wisconsin

Keith Marquette Courts

CEO, President & Operations Manager (1984 to 2002)

- Over an almost twenty year period of time, operated and managed various small companies to include: a janitorial company, real-estate Management Company, mortgage brokerage company, restaurant food service operation and a non-profit fair housing agency. Managed medium sized budgets with thousands in sales, hired, fired and trained numerous managers and employees. Wrote, negotiated and interpreted contracts for purchase and employment

Education

2010 – 2013

Patten University

Oakland CA

Master's of Arts in Educational Leadership

Receiving a Master's Degree in Education Leadership in December of 2013. Focusing on bringing new creativity and innovation to education by improving students' reading comprehension test taking methods and abilities; lobbying for stronger "new" teachers' supports and refocusing leadership's understanding of the importance of integrity within the school. Graduating Magna Cum Laude.

2003 – 2005

Patten University

Oakland CA

California Multiple Subjects Credential

GPA 3.91 in the Patten Credential Program

1978 – 1984

Concordia University

River Forest IL

Bachelors of Arts

Received a Bachelor of Arts with major emphasis in Business Management and minor emphasis in Sociology

Additional Skills

Multi-talented in music and athletics. Five years of coaching, mentoring and umpiring youngsters in little league. Gifted public speaker. As such, has been a guest lecturer at the university level, conveying research on the importance of improving student's test taking skills to address low state tests scores. Considered a "thinker" and has the ability to take an idea from paper to fruition. Possesses an outstanding ability to spot and harness talent in others.

Achievements

- Graduating Magna Cum Laude with a Master's in Education Leadership, Patten University projected for (December of 2013)
- Invited to be a guest lecturer for new teachers in the Advanced Curriculum Class, Patten University (2004 – 2009)
- Appointed to the Board of Directors of EC Reems Academy (2007 – Present)
- Promoted from teacher to Dean of Students for Summer School, EC Reems Academy (2007)
- Received a commendation from former SFSU Superintendent Arlene Ackerman, George Washington Carver School (2003)
- Voted Regional Teacher of the Spring Semester, Kelly Education Services (2002)
- Received the Presidential Award to attend Concordia College (now Concordia University) and play NCAA Division V football as well as pursue a music degree (1978)

References: Additional references are available upon request.

Connie E. Davidson, Ed. D.
3836 Huntington Street
Oakland, California 94619
510-531-5725
510-915-7682

Experience: 2003 to Present EducationWorks Oakland, CA

- Curriculum, Instruction, and Learning Education Consultant
- Develop specialized professional development and in-service trainings in conjunction with district goals and outcomes.
- Theory-based pedagogical instruction training
- Standards-based curriculum planning and design
- Coach, mentor training and induction support

1990 to Present Teacher's Curriculum Institute Palo Alto, CA

- National professional development and curriculum implementation trainer for Level 1, Level 2, Coaching, and customized workshops.
- Curriculum and instruction developer for History Alive! 7th, 8th, 11th and 12th grade history curriculum
- Participate in trainer auditions, selections and new trainer training
- NCLB and standards-based teacher support in three middle schools in the Los Angeles Unified School District

2001 to 2003 Alameda County Office of Education Hayward, CA

- Intern/Pre-Intern Program Coordinator: coordinating all facets of the California State Inter/Pre-intern Program including, program development, participation placement, accountability with the California Teaching Commission and participating school districts.
- Teacher on Special Assignment from San Leandro Unified School District
- Developed and implemented County-wide pre-intern and coaches training

1989 to Present San Leandro Unified School District San Leandro CA

- Secondary History/Social Science Teacher at San Leandro High and John Muir Middle Schools.
- New Teacher Induction with Support Program Site Director and BTSA mentor teacher.
- Designed and implemented new induction program
- Assistant Principal San Leandro High School

Education: 2000 to Present Mills College Oakland, CA

- Doctorate Educational Leadership 2006
Facilitating New Teacher Learning Through Learning Communities
- Masters of Arts Educational Leadership 2003
- Administrative Certificate Tier I and II 2003
- Bachelors of Art Political Science 1973
- 1988 to 1989 Holy Names College Oakland, CA**
- Teaching Credential Government

References on request.

KIRBY D. HARRIS

1 Kelton Court #7E ~ Oakland CA 94611

(510) 697-8944

Kirby.D.Harris@gmail.com

PROFESSIONAL EXPERIENCE

MONTE CRESTA CAPITAL, Oakland, CA

06/2010 – PRESENT

Monte Cresta Capital offers strategic and financial advice to growing companies.

Principal

- Offer bottom-up analysis of business, strategic opportunities, and financial options. Develop strategic plan for long-term growth of business. When appropriate research and recommend potential sale or acquisitions and lead transaction execution. Develop and implement business systems and processes to improve usefulness and accuracy of financial statements.

Accomplishments

- Technology Company – Developed pricing model, and helped raise equity capital.
- Personnel Company – Developed financial process that improved financial statement accuracy. Using Excel developed model that accurately reflected client profitability.

IMPACT CAPITAL MANAGEMENT (ICM), INC.

06/2000 – 06/2010

Oakland, California-based private equity fund manager focused on providing private equity funding, growth capital, and acquisition financing to promising companies.

Consultant (01/2010 – 06/2010)

- **Fund Wind-Down** – Retained to lead the wind-down of fund operations.
 - Issued closing audit report.
 - Successfully negotiated agreement with Limited Partners for orderly amicable wind-down of fund business and investments.
 - Negotiated and executed agreements between Limited Partners and portfolio companies to liquidate fund assets.

Senior Associate (01/2000 – 12/2009)

Responsibilities:

- Screened opportunities for investment suitability. Using Excel performed financial modeling and projections. Conducted industry research and review of target company financial performance. Executed valuation and advanced financial modeling to identify optimal investment, capital structure and expected returns. Maintained portfolio valuations based on current performance and economic factors. Prepared and maintain supporting documents for quarterly and annual reports.

Accomplishments

- Structured and executed \$16.5 million purchase of 23 store Taco Bell operator.
- Advised executive team in identifying and signing significant strategic and financial partners for nutraceutical company.
- Collaborated in development of marketing and presentation materials leading to yogurt smoothie product being carried in more than 2,000 retail outlets.
- Developed novel pricing strategy for alternative energy company resulting in key account acquisition.

KIRBY D. HARRIS

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(510) 697-8944

Kirby.D.Harris@gmail.com

Transactions

- Recapitalization of 42 store Blockbuster operator.
- Purchase of 23 store Taco Bell operator.
- Sale of \$12 million dessert company
- \$2 million funding of California cheese processing facility.

WELLS FARGO BANK, Hayward, CA
Banking Center Officer

10/1998 – 03/2000

- Maintained and expanded customer relationships by providing excellent customer service and actively cross selling bank products and services. Additional responsibilities included controlling expenses, losses and loss exposure.

NATIONAL BISCUIT COMPANY
Retail Representative

03/1998 – 09/1998

- Worked independently to manage territory and sell products into stores. Developed excellent relationships with store managers. Successfully sold in several large display areas in prominent stores.

EDUCATION

CALIFORNIA STATE UNIVERSITY, HAYWARD, Hayward, CA
Master of Business Administration concentration Finance, 2001

MIDDLESEX UNIVERSITY, London, England
Visiting Student in conjunction with MBA program, 1999

MOREHOUSE COLLEGE, Atlanta, GA
Bachelor of Arts concentration Marketing, 1997

VOLUNTEER EXPERIENCE

Board of Directors, E.C. Reems Academy of Technology & Arts
Director and CFO, East Bay Warriors Football, (Football and Cheer program serves 300+ children)
Coach, CYO Elementary Basketball Team
Member, Habitat for Humanity
Member, Commonwealth Club of California

LEE LANCASTER

(w) 415 499-6715

(c) 510 301-0745

248 Sonoma Blvd.

Vallejo, Ca 94590

leementorsrus@sbcglobal.net

Highlights of qualifications

- Over 23 years' experience in youth development
- Fearless yet caring ability to influence young people
- Organized vision-guided leadership skills
- Strong verbal and written communication skills
- Proven excellence in delivering client-centered service/satisfaction
- Formed youth mentoring & family support organization: **Mentors R us**
- Proficient knowledge of Microsoft word, word perfect and excel application
- Completed juvenile detention training courses as mandated by juvenile services

Professional experience

Youth development

- Currently work as Juvenile Detention Counselor III, lead counselor for Marin County Juvenile Hall. Process and meet with juveniles entering the juvenile hall facility. Maintain the safety, security and discipline in assigned unit for juveniles; supervise and guides the behavior of juveniles; enforce rules and regulation of the facility; advise juveniles in proper standards of personal conduct, observe and asses behavior and needs of groups and individuals within groups as needed. Prepare written reports on assigned minors to probation officers.
- Completed Leadership Academy at Dominican University (2012)
- Currently serve on the Cultural Diversity Committee and the DMC Committee (Disproportionate Minority Contact) within the Marin County Probation Dept.
- Served as Community Coordinator program assistant (**Ralph J. Bunche High School**) wherein I support a process of linking the school – community resources and people who can provide needed services, facilitate school activities, procure funds, prepare reports and correspondence and facilitate SST (student success team) meetings and SSC (school site council) meetings.
- Founded (2006) youth mentoring & family support organization (**Mentors R us**); we provide customized and traditional mentoring services based on the needs of the child after meeting with parent/guardian and we conduct monthly meeting w/parents to stay abreast of the child and parents needs.
- Served as SB65 Outreach Consultant where I identified most at-risk students and provided them with intervention services at a continuation (**Dewey High School** (2000, 2003 to 2004). Actively participated in Student Study Team (SST) to research, evaluate and develop a plan of action for at risk students. Developed relationships with community based organizations to assist students and parents with their needs and concerns. Additionally, I developed comprehensive educational plans to assist students and their families in resolving academic, behavior, attendance and other personal problems. Keep and maintain records as assigned. Wrote grant proposals and followed through with the implementation of grants. I Co-facilitated bi-weekly adult reflection group (Jan.99, Jan. 02 to 04).
- Co-facilitated and served as a counselor for former Oakland Raider, Roland Williams Free Football & Life Skills Camp for Oakland Unified School students (June - 2003 & 2004). Directed daily operations and living activities in all boys' group home facility (St. Vincent); And I conducted one to one counseling sessions with clients.
- Co-facilitated and conducted with a probation officer, the street law curriculum for first-time offenders program (Norfolk, Va.). Met with first time offenders, 3 hours a week to engage them in candid discussion and interactive group projects (Jul, Aug - 2001).

Administration and management

- Served as chairperson of school site council, (Dewey & Ralph J. Bunche High Schools)
- Served on the school attendance review board (SARB) Oakland Unified School District
- Coordinated and facilitated monthly orientation for incoming high school students, (Dewey H.S.)
- Coordinated and facilitated Ralph J. Bunche First Annual Community Awareness Day Event

LEE LANCASTER

(w) 415 499-6715

(c) 510 301-0745

248 Sonoma Blvd.

Vallejo, Ca 94590

leementorsrus@sbcglobal.net

- Lead staff of three at St. Vincent School for Boys' to insure a safe and healthy work environment. I prepared and maintained client's daily written reports and correspondence; also developed and coordinated creative recreational programs (1997-1999).
- GC III, lead staff of three in daily activity at Marin County Juvenile detention facility
- Worked closely with administration and teachers in implementing school programs
- Coordinated translation services when needed for non-English speaking families (Oakland unified School District).
- Knowledge of the juvenile justice system
- Law firm case assistant, wherein my duties included, Trial preparation and legal research, document production (discovery), coordination of conferences and meetings; processing and preparation of court filings and legal documents (1992-1999).

Community Relations

- School Board member Oakland Unified School District Charter School, E.C. Reems Technology and Education Academy
- Beautification and Code Enforcement Commissioner for the City of Vallejo
- Coordinated and developed relationships with community based organization to provide work-training and other resources for Dewey High School and Ralph J. Bunche High School students.
- Facilitated procuring over ten thousand dollars of outside donations to assist with improving school programs; developed a positive relationship with Wells Fargo Bank.
- Meet and network with other community based organizations, County Providers Meeting Alameda County
- Participated in campaign fund raising for Oakland city council candidate
- Meet monthly with Alameda County Probation Dept. Community Based Providers meeting
- Participated in the Center of Hope annual Lunch Outreach Program

Education and training

▪ Certificate, Leadership Academy at Dominican University (2012)
B.A., Political Science-California State Hayward University, Hayward, Ca
A.A., Paralegal studies-Merritt College, Oakland, CA
Sales and Management training program, Circuit City Stores, Emeryville, CA
Certificate, Juvenile Detention Course, Santa Rosa College, Santa Rosa, CA
Training, the Girls Circle, Cotati, CA
U. S. Army, Fort Ord, Ca, Honorable Discharge 1987

References available upon request

Amber Lee, LCSW

125 2nd Street, Apt. 405, Oakland, CA 94607
(510) 872-7170
amberleelcsw@gmail.com

Summary

- Over 10 years combined experience in public child welfare, case management, mental health assessment, counseling, crisis intervention, mediation, and advocacy.
- Ability to work in fast paced, stressful environments with constantly changing priorities.
- Ability to communicate effectively verbally and in writing.

Education and Certification

- Licensed Clinical Social Worker (LCSW), License # 27244 (CA; Issued 4/6/11)
- Masters, Social Work, Child Welfare Emphasis - San Francisco State University, San Francisco, CA, 2004
- B.A., Sociology; Minor: Education - University at California at Berkeley, Berkeley, CA, 2000

Professional Affiliations

Board Member, E.C. Reems Academy of Technology and Arts, Oakland, CA
Participant, Women of Color Consultation Group, Women's Therapy Center, Berkeley, CA

Professional Experience & Accomplishments

City and County of San Francisco, San Francisco, CA Nov. 2004-Present

PROTECTIVE SERVICES WORKER

- Provide crisis and ongoing direct services to children and families with complex mental health, educational, medical and emotional needs
- Investigate allegations of child abuse and neglect, assess safety and risk, and determine whether removal of child from the home is necessary
- Develop case plans, court reports, and other documents and provide recommendations to the juvenile dependency court
- Place and supervise children in foster homes and residential treatment centers
- Collaborate and coordinate services with a wide range of providers (law enforcement, attorneys, probation officers, therapists, psychiatrists, teachers, foster parents)
- Submit referrals for a variety of mental health, educational, and support services
- Remain organized in an environment of high caseloads, numerous collaterals, shifting priorities, and complex state and federal legal policies.

Contra Costa Co. Health and Human Services, Richmond, CA May 2004-Aug. 2004

SOCIAL CASEWORK SPECIALIST I

- Investigated allegations of child abuse and neglect, assessed safety and risk, and determined whether removal of child from home is necessary
- Detained children in protective custody; located and arranged foster placements
- Completed timely and accurate court reports and contacts
- Completed home and school visits; attended meetings with various provider

Contra Costa Co. Health and Human Services, Richmond, CA Sept. 2003-May 2004

SOCIAL CASEWORK INTERN

- Provided crisis and ongoing casework services to children and families
- Investigated referrals of child abuse and neglect; assessed for safety and risk
- Completed home and school visits and completed timely contact notes and reports

The 'Y' Team Mental Health Program (YMCA of the East Bay) Oct. 2002-June 2003

INDIVIDUAL THERAPIST (INTERN)

- Provided mental health counseling and case management services to students living with high levels of psycho-social stressors at John F. Kennedy High School in Richmond, CA
- Made accurate DSM IV diagnoses and developed coordinating treatment plans
- Maintained accurate and timely clinical contact notes
- Participated in individual and group supervision with experienced clinicians

Alameda Co. Children and Family Services, Hayward, CA June 2001-Feb. 2004

FAMILY SERVICES SUPPORT WORKER

- Performed paraprofessional child welfare duties in support of professional staff's handling of child welfare cases
- Coordinated, arranged, and supervised family visitation between family and children in the child welfare system
- Observed client behavior and provided oral/written feedback to professional staff
- Gathered data in support of child welfare cases and used statewide CWS/CMS system
- Provided referrals for housing, parenting courses, therapy, and other community services

East Bay Asian Youth Center, Oakland, CA Aug. 2000-Feb. 2001

TEACHING ASSISTANT/MENTOR

- Provided academic assistance, life skills training, and mentoring to a class of ethnically diverse students at Oakland High School living with a variety of psycho-social stressors
- Created and implemented lessons/activities regarding violence, sexuality, social justice

San Francisco Juvenile Probation, San Francisco, CA Aug. 1999-May 2000

JUVENILE PROBATION INTERN

- Maintained caseload of youth on probation; counseled and empowered youth to explore opportunities beyond juvenile crime
- Assisted Deputy Probation Officers with information gathering and court reports
- Collaborated with Deputy Probation Officers and other professional collaterals

MAISHA ALISSE HOUSE-ASEMOTA
trinityedg@yahoo.com

OBJECTIVE:

To obtain an opportunity that will allow me to utilize my skills and abilities to better serve my company and community.

EDUCATION:

M.B.A. Business	Mills College, Oakland, CA	December 2013
M.A. Economics	California State University Hayward, CA	June 2002
B.S. Business	California State University Sacramento, CA	July 1997
Minor in Spanish	California State University Sacramento, CA	July 1997

PROFESSIONAL EXPERIENCE:

Intel Corporation, Hillsboro, OR

2013- Current

Sr. Financial Analyst

Work closely with the business development, corporate development, accounting, legal and tax teams as well as Intel's various business teams. Perform financial analyses and provide deal evaluation support for business partnerships and M&A transactions. Help provide deal recommendations for new products and manufacturing start-ups.

EC Reems Community Services, Oakland, CA

2012- Current

Business Consultant (Trinity Economic Development)

Provided proposal writing and research that increased funding revenues by 20%. Created and implemented a report template to organize Programs and Activities for efficient alignment of organization mission and goals. Reviewed and analyzed budget in order to cut organization operating costs by 5%. Increased participant population and stakeholder engagement by creating and implementing a Social Media Campaign. Constructed metrics to quantify program economic value and organization community impact.

Peralta Community College District, Oakland, CA

2003-Current

Instructor of Economics

Teach the principles of economics to college level students at Merritt College and Laney College. Increased per participant participation class size by 15% compared to 2010-2011 teaching cycle. Created and implemented learning manuals presentations, and written exercises thereby improving learning outcomes.

Port of Oakland, Oakland, CA

2001-2005

Pricing and Contracts Analyst

Conduct data collection, analysis and summary of maritime contracts. Prepare Board Agenda Reports requesting approval for various Maritime Projects and Agreements from the Board of Port Commissioners. Monitor west coast port agreement activities including researching, evaluating, and analyzing competitive impacts of other port agreement activities on Port of Oakland agreements. Answer technical questions from internal and external customers regarding Port agreements. Maintain Port of Oakland Tariff 2-A including tariff modification research and analysis and electronic and paper based additions/deletions of tariff items. Provide project management for the Maritime Training Program including program planning, organizing and implementation.

Alliance for West Oakland Development, Oakland, CA

2000-2001

Special Projects Manager

Manage office and provide support for special projects as designated by the Executive Director. Responsible for tracking property acquisitions and property development, preparing and monitoring consultant contracts, as well as, payroll and the tactical day-to-day operations of the organization including responding to inquiries from the public about Alliance activities. Work tasks also included meeting with community groups (including government and private officials, contractors, and non-profit organizations), processing grants, preparing proposals, and conducting community workshops.

American President Lines, Oakland, CA

1997-2000

Marketing Information Analyst

Designed Global Sales and Marketing reports through research, analysis, and data collection methods. Created and published Global Account Performance Reports on company internal website. Provided both technical and analytical support to Directors of Latin America Markets including trade performance reporting, market development initiatives. Conducted technical training to new hires in Latin America Pricing and Sales Departments.

Pricing Analyst

Provided timely, accurate and competitive pricing to internal and external customers. Insured customer's service requirements were met. Conducted cost benefit analysis to ensure prices were in line with company profitability and customer needs. Reviewed industry and pricing trends to ensure rate quotations were consistent with market practices. Inspired and worked on a team to develop and implement a streamlined process for reduction of turntime for Latin America rate quotations.

Management Training Program

Selected to participate in an entry-level training and development program that focused on the International Transportation Industry.

RELEVANT ACADEMIC PROJECTS:

- Designed an econometric model that described the impact of deregulation on the shipping industry.
- Completed an intense study abroad in Cuernavaca, Mexico that improved my verbal, written, and cultural communication skills.
- Created and implemented an environmental sustainability plan and report strategy for an independent school in the East Bay.

COMMUNITY INVOLVEMENT:

- Doctor Herbert Guice Christian Academy Oakland, CA *Marketing Consultant* 2011-Current
- Community of Hope Coalition Latrop, CA Community Relations Advisory Board 2013-Current

PROFESSIONAL AFFILIATIONS:

- Delta Sigma Theta Sorority, Inc

ADDITIONAL:

- Summer Intern, Symantec Corporation, Corporate Responsibility Department, Mountain View, CA June – September 2013
- National Coalition of 100 Black Woman Scholar Fall 2013
- Certificate Sustainability Report Implementation and Management, GRI Certified Sustainability Reporting Course- Administered by ISOS Group- San Francisco, California- March 28-29, 2013
- Certificate Project Management December 2004, California State University, Hayward

ADRIENNE M. SHELTON BYIAS

2337 6th Street • Berkeley, CA 94710 • amsu@pge.com • 510-841-1087 (Home) • 510-593-0033 (Cell)

OBJECTIVE: To obtain a board of director position at the Ernestine C. Reems Academy.

EDUCATION

May 2002

Saint Mary's College of California, Moraga, CA
Bachelor of Science in Economics and Accounting – GPA 3.43
Minor – Business Administration

WORK EXPERIENCE

Pacific Gas and Electric Company, San Francisco, CA

Senior Gas Trading Analyst, California Gas Transmission & Distribution

March 2007 - Present

- Lead the monthly revenue reporting process for Gas Transmission & Distribution segment, including finalizing monthly revenue, research forecast to actual variances, prepare monthly revenue variance & monitoring reports and present a monthly revenue update report to Senior Management.
- Gather inputs and research factors that affect the Gas Transmission & Distribution revenues and update revenue model accordingly to accurately forecast current year and future years revenues.
- Perform Expense Budgeting for Gas Transmission & Distribution segment, including research budget to actual variances, prepare monthly variance reports, prepare annual budget and update budget for unplanned projects & expenses.

Pacific Gas and Electric Company, San Francisco, CA

Technical Accounting Analyst, Corporate Accounting

September 2005 - February 2007

- Researched, analyzed and documented technical issues to determine proper accounting treatment and reporting requirements such as non-monetary exchange transactions (APB 29 & FAS 153), tax credits and refunds (FAS 109 & SAB 101), Bonus Accruals/Payouts, Energy Savings Programs & Various Energy Pricing Issues (FASB Statement of Concepts 6).
- Researched and tracked various non-recurring issues over \$10 million on the Potential Adjustment Report; Worked closely with the regulatory, business and legal contacts and review regulatory decisions and filings to properly monitor the issues.
- Prepared disclosures in the 10-Q and 10-K relating to topics such as Emergence from Chapter 11 Filing, the CPUC Proceeding Regarding Holding Companies and their Affiliates, the CPUC Investigation into billing and collection practices, the Energy Efficiency Rulemaking regarding shareholder incentives/penalties and the Seizing of Power Exchange Block Forward Contracts; Ensured the disclosures were in accordance with the SEC and GAAP rules/guidelines.
- Tracked all significant Out of Period Adjustments and Corrections of Errors found within Controller's Department and ensured that information was properly reported to Senior Management, the SOX 404 Department and the external auditors.
- Performed quarterly SOX 404 testing over various controls within the Corporate Accounting Department.
- Coordinated and assisted with the quarterly Commitment and Contingencies Reporting Request; Evaluated responses from Senior Management for disclosure in the 10-Q and 10-K; Prepared report with disclosure recommendations for Senior Management.

KPMG, LLP, San Francisco, CA

Senior Associate, Audit and Risk Advisory Services

October 2002 – September 2005

- Researched and analyzed technical issues to determine proper accounting treatment and reporting requirements including those of high risk such as capitalization of internally developed software (SOP 98-1), accounting for certain investments in debt and equity securities (SFAS 115), revenue recognition (SAB 101), accruals, stock based compensation, equity transactions (FIN 46 & APB 18) and other asset reserves.
- Lead team planning meetings which included market and business assessments, controls approach and proposed an audit work plan.
- Evaluated accounting processes concluding on the operational effectiveness for each client as well as prepared and presented process control recommendations to improve operational efficiency and address areas of financial statement risk.
- Managed, supervised and evaluated two to five staff per engagement.
- Container Application International: Informally consulted Controller and Assistant Controller on SOX 404 documentation requirements and best practices. The company considered comments in documenting the testing of all accounting processes.
- Served as the Supervising Senior, leading the team effort of testing controls and on all routine and significant processes for Athletics Investment Group, Gateway Container International Limited, Norcal Solid Waste Systems, Quail Lodge Incorporated, Business Wire Corporation and Fireman's Fund Insurance Company Benefit Plans.

The Clorox Company, Oakland, CA

Inroads Intern, Corporate Accounting Fixed Assets

Summer 2001

- Reconciled accounts in the general ledger and the fixed asset system.
- Calculated depreciation adjustment for audit schedule.
- Chartered and led the construction in progress (CIP) account clean-up effort.

Inroads Intern, Information Services Finance & Accounting

Summer 1999-Spring 2001

- Assisted in creating budgets for Information Services Department and prepared monthly and quarterly budget reports.
- Maintained a database with all of the Clorox domain names.
- Processed all invoices and expense reports for all Information Services employees.

SKILLS

MS Office, Adobe Acrobat, Internet Explorer, SAP, Lotus Notes, Windows and Mac OS.

REFERENCES – AVAILABLE UPON REQUEST

ZELON A. HARRISON

OBJECTIVE

My goal is to foster community change in my home town of East Oakland with my experience, education and training to improve the lives of at-risk youths and their families. Use my skills and techniques to provide comprehensive services and resources.

EDUCATION and CERTIFICATIONS

HAND IN HAND Certification, East Palo Alto, CA

Patricia Wipfler, Instructor

2012: Parenting by Connection Courses includes the following:

Parent Child Connection

Setting Limits

Special Time

Stay-listening

Play-listening

Listening Partnerships

Parent Resource Groups

SENECA CENTER Training Dept, Oakland, CA

Covenant House

2011: Completed several Youth Focus training courses including the following:

CPR/First Aid

Separation and Loss Issues with Foster Youth

Communicating with Youth

Applying Innr Life Skills with At-risk Youth

PARENT PROJECT, Sacramento, CA

Susan Mejia Johnson and Ralph Fly, Instructors

2006: Completed a 40-hour training: Course on how to facilitate parents to prevent (or stop) children from using alcohol, other drugs and tobacco; Stop parent-child arguments forever; Improve children's grades and school attendance; recognize and prevent gang involvement and learn how to "out-will" a strong-willed child

THE BABY SIGN FOR ICIS, Sacramento, CA

Michelle Cromeenes, Instructor

Baby Sign for Hearing Babies

District Manager

2005: Certification program for independent instructors for Baby Sign.

INFANT MASSAGE FOR INSTRUCTOR

Suzanne Reese, Instructor

Sacramento, CA

Infants from 0 to 3

2005: International Certification Infant Massage program for independent instructors

SACRAMENTO COUNTY, Sacramento, CA

AmeriCorp/MAN Program

1997 ~ 2006: Completed several Family Service training courses including the following:

Drug and Alcohol I and II

Man-dated Reporting

Diagnosis of Abuse

Healthy Families

Family Strategies

Cultural Diversity

OAKLAND FOSTER CARE, Oakland, CA

Ron Johnson, Facilitator

1999: Completed a 40-hour Rites of Passage training to train the trainers. Course included instruction on how to training the trainers in facilitating high risk youth with life skills including Personal and Emotional, Mental and Spiritual, Social and Political, Economical and Historical, and Physical and Cultural Rites of Passage

BIRTH & BONDING INT'L, Berkeley, CA

Sharon Ledbetter, Instructor

1994: Completed a 40-hour training to qualify as a "Certified Childbirth Educator" and "Birth Assistant." Completed a 60-hour of "Doula Support" class time study. Completed a 60-hour training for "Doula Childbirth Companion and Educator."

KAISER HOSPITAL, Oakland, CA

Labor and Delivery

1994: Completed an 8-week "East Bay Doula Training."

1992: Completed a 15-hour "Labor Support/Doula Workshop."

**Penny Simkin and
Shelly Sella, Instructors**

SUMMARY OF QUALIFICATIONS

- **Case Management:** Case manager, averaging 40+ cases including home visitation, providing update assessments, exit strategy and service plan with a 98% success rate. Developed, implemented and maintained case files. Collaborated with other agencies to expand service opportunities.
- **Coordinator:** Coordinated programs and project development for high-risk families, including program and project monitoring and evaluation.
- **Advocate:** Skilled facilitator for parent workshops and groups from a diverse population, specializing in life skills management and education planning.
- **Collaborator:** Proficient in developing and collaborating with other service providers to improve services to the target population
- **Resource Development:** Developed and maintain liaisons with other agencies including social services, mental health, prenatal care providers, criminal justice and educational institutions
- **Counselor:** Proficient in working with multi-cultural and diverse populations in intensive and crisis situation providing youth development and leadership skills.
- **Administrative:** Create and maintain information and forms for various programs and project including providing statistical data and reports on outcome. Working knowledge of Microsoft Office.

PROFESSIONAL EXPERIENCE

COVENANT HOUSE, Oakland, CA

08/2007 to Present

Rebecca Profit, MFT Supervisor

(415) 685-6947

Crisis Case Manager: Responsible for providing support services to residential clientele served by Covenant House Oakland. Including emergency, transitional and long term placements, crisis intervention, individual assessments and referrals, and writing case plans. Responsibilities include counseling (problem solution model) and presenting cases to site staff, as well as interface with community agencies and the courts. Essential job functions are: Facilitate groups, provide crisis intervention, provide solution based and supportive counseling, provide needs assessments, develop case plans for all service clients, document face-to-face and collateral contacts in progress notes (client file), prepare and present case reviews, maintain communication with other agencies, make appropriate referrals, and transport clients.

RISE N SHINE DAY CARE, Sacramento, CA

09/2006 to 06/2007

Rosetta Bolton, Supervisor

(916) 419-0072

Infant Program Director Developed and trained parents on programs for the infant developmental curriculum including state and federal requirements for infant day care.

MUTUAL ASSISTANCE NETWORK, Sacramento, CA

11/1997 to 12/2006

Carolyn Washington, Supervisor

(916) 927-7694 x 205

Case Manager/In-Home Visitor: Provided in-home visitation and case management for a diverse population, working with high-risk families and teen parents. Facilitated various programs for staff and clients; Collaborated with outside agencies and multi-disciplinary teams, developing long-term partnership for additional client services. Maintained on-going relationships with other outside service providers, and provided client transportation for program services. Participated and/or supported community events. Programs and Projects are as follows:

- **Life Skill Class** – Rites of Passage program for youth 8 thru 17 in a high risk, underserved community, providing life skills classes implementing the Rite of Passage curriculum.
- **Father Involvement Program** – Facilitated this father involvement program providing activities for positive play for the fathers with their children.
- **Block Parent** - Provided in-home services for teen mothers. Created, developed and implemented the Teen Mother Pregnancy Prevention Program. Designed tools to report and track vital information for this program. Of my 40+ case load, 98% of clients improved their education and life skills, and 50% graduated from high school.
- **Community Baby Shower** – Developed and coordinated with numerous resources and service providers for this event.
- **Operation Graduation** – Collaborated with Grant High School Truancy Officer with home visitation and develop parent/student workshops with 40+ case load with a 50% improvement in school attendance
- **Planned Parenting Program** – Collaborated with these programs to provide information and Teen Pregnancy Prevention programs and social support groups.
- **Prenatal Services** - Developed and maintain liaisons with UC Davis Hospital to make available prenatal and post-partum for under served community providing child birth education and labor support to the clients which was not available in this community.

THE BIRTHING PROJECT, Sacramento, CA

Contracted: 2002

Thema Bennett, Supervisor

(916) 927-7694

Saturday Morning Salon: Facilitated two 6-week sessions for teen girls ranging from 10 to 14 years of age on the topic "Teen Pregnancy Prevention through Building Mother and Daughter Relationship" including pre and post evaluations.

WIND YOUTH CENTER, Sacramento, CA

10/2001 – 02/2002

Lanett Lyon, Supervisor

(510) 459-9399

Youth Counselor: Provided resources for homeless youth in a youth shelter environment. Assisted in preparing meals and providing transportation.

OAKLAND YOUTH SERVICES, Oakland, CA

Contracted 1995

Parenting Classes: Provided on going Parenting and Life Skills Classes to teen mothers in the Foster Care System. Provided resources and hands-on training

KAISER HOSPITAL, Oakland, CA

Contracted: 1993

Birth Assistant: Teen Mother Specialist with a case load of 20+ youth providing in-home childbirth preparation and assisting them through the birth of their child, including post-natal visitation

REFERENCES

-
- | | |
|---|----------------|
| Ms. Lisa Blair, Executive Director – EC Reems Academy, Oakland, CA | (510) 938-1325 |
| Ms. Rebecca Profit, Clinical Supervisor – Covenant House, Oakland, CA | (510) 435-7445 |
| Ms. Tania Mitchell, ROP Case Manager – Covenant House, Oakland, CA | (510) 735-9209 |
| Ms. Claudette Allen, Administrative Manager – Youth Uprising, Oakland, CA | (510) 777-9909 |

Saadiqah Raashid

1007 Mayfield Way | Suisun, CA 94585

Phone: (916) 271-3672 | Email: Drsraashid@aol.com

OBJECTIVE

To obtain a position as a Massage Therapist in a reputable spa that will utilize both my exceptional massage techniques and interpersonal abilities while educating the clientele on benefits of massage

MODALITIES

Specialize:

Hot stone

- Swedish
- Shiatsu
- Reflexology
- Cupping

Proficiency:

Pregnancy

- Reiki
- Lomi Lomi
- Deep tissue
- Trigger points

ADMINISTRATIVE/TECHNICAL

- Ability to type 40 WPM w/ % accuracy
- Proficient in Microsoft Word, Excel, PowerPoint
- 10 key
- Switchboard management

EDUCATION/CERTIFICATIONS

Massage Therapy Diploma | Everest College | San Francisco, CA | September 2011

- MBLEX Certification
- CPR Certification, American Heart Association
- OSHA, HIV/AIDS, Blood-borne Pathogens Certification

Phlebotomy & EKG | Phlebotomy Plus | Walnut Creek, CA | September 2008

Associate of the Arts, Kinesiology | Solano Community College | Fairfield, CA | May 2006

Medical Assistant Certificate | Maric College | Stockton, CA | February 2005

EMPLOYMENT

Massage Therapist Narayan Wellness Dublin, California February 2012 – Present

- Massage / Customized Massage Treatment
- Initial Client Intake
- SOAP Notes

Massage Therapist Project Zen San Francisco CA Oct. 2011- Present

- Conducts initial oral client intake
- Provides customized massage treatments for clients
- Assists with daily laundry and attendant duties

Medical Assistant | Office Works Rx | Walnut Creek, CA | Feb. 2009 – Sept. 2009

- Communicated with physicians and patients to accurately schedule appointments
- Conducted patient triage by taking vital signs and assessing symptoms
- Managed medical records, maintaining confidentiality and accurateness of patient data
- Completed timely verification of medical insurance benefits, by calling private insurance companies, Medicare, and Medicaid to obtain benefit information
- Responsible for insurance billing/coding by utilizing set medical protocol to enter information into database which produced a statement or claim to be sent to insurance carrier in an effort to reimburse the company
- Provided office support, including greeting patients and answering office phone line

Medical Office Assistant | Laguna West Medical Group | Elk Grove, CA | Oct. 2004 – Dec. 2007

- Acted as a medical manager by overseeing administrative functions, such as supervising staff, facility admissions, and monitoring finances and facility operations
- Processed statements or claims through accurate insurance billing and coding data entry
- Managed patient scheduling and proper filing of health records
- Performed blood draws on adults and children

Medical Records Clerk | Highland Hospital | Oakland, CA | June 2001 – Oct. 2004

- Maintained patient records of observations, medical or surgical interventions, and treatment outcomes
- Regularly communicated with physicians and other health care professionals to clarify diagnoses and/or to obtain additional information
- Organized and evaluated records for completeness and accuracy, while ensuring all necessary security measures were taken for confidentiality purposes
- Filled subpoenas and request

REFERENCES

Available Upon Request

CONFLICT OF INTEREST

APPENDIX D

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Ernestine C. Reems Academy of Technology & Arts hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Ernestine C. Reems Academy of Technology & Arts ("Charter School"), as specifically required by California Government Code Section 87300. As the Charter School has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also encompasses the requires of section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter

School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Where a Governing Board member has a personal, material financial interest in a contract, the Board must either: (1) not enter into the contract, as Government Code section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record. Abstention and disclosure will not rescue a vote.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants¹

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
 - A. Purchasing Manager
 - B. Assistant Business Officer

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
 - A. Information Systems Technician
 - B. Contractor

¹ The Charter School Principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

JOB DISCRIPTIONS AND ADMINISTRATOR QUALIFICATIONS

APPENDIX E

Ernestine C. Reems Academy

Job Title: School Principal
Reports To: Chief Operating Officer/Executive Director
Supervises: Certificated and Non-Certificated Instructional Personnel

Job Description and Responsibilities

Report to the Chief Operating Officer/Executive Director. Assist in setting direction for mission and preserving the vision of EC Reems Academy as it establishes its Performing Arts Department, and the implementation of the Common Core Standards. Attend all Board meetings and provide monthly updates regarding academic development, teacher training, and instructional practices as they relate to daily, weekly and monthly practices.

Develop a report format for reporting key initiatives to the COO/ED and the Board of Trustees, i.e. achievement, culture improvements, instructional practices, after school program, etc.

Direct the day-to-day operations of the school. Ensure that the school carries out its mission to serve students well, to support teachers, to communicate effectively and in a timely manner with all members of the school community, and to adhere to all applicable local, state and federal laws.

Oversee the development and implementation of plans to define, communicate, and consistently reinforce the expectations for students, faculty, and parents/guardians.

Ensure that the school is a safe and healthy environment. Respond immediately to situations that jeopardize that status, including disciplinary actions of students up to and including expulsion.

Supervise student's progress toward meeting annual academic expectations, including matriculation to high school.

Oversee academic program, including subject offerings, scope/sequence/integration of key common core standards and master schedule.

Coordinate professional development and teacher support, including programs for new teachers, interns and mentors. Create teacher professional development schedule and training.

Assess success of initiatives and recommend changes to improve student achievement consistent with school objectives and mission.

Communicate effectively with the community (parents, students, teachers, and community partners). Send out/post to school Web-site monthly board-based communication regarding new initiatives and progress in achieving existing initiatives.

Hire instructional personnel and conduct two performance and formal instructional evaluations, of instructional personnel reporting to the Principal, annually.

Discipline instructional personnel. Should a situation arise requiring termination, consult with the COO/ED regarding legal issues and procedures. Work with COO/ED to prepare report for the Board of Trustees.

Direct teachers and instructional personnel to keep school website up-to-date with timely and accurate information about their programs, class requirements, rubrics and other academic updates.

Supervise enrollment practices and procedures to help develop the agenda for Fall enrollment open houses to seek and inform prospective families of EC Reems Academy expectations for students and families.

Meet regularly with the COO/ED to discuss key initiatives and current issues. Share ideas and develop reasonable action plans to address issues and manage the school.

Along with COO/ED, act as key spokesperson for EC Reems Academy.

Note: the above list is subject to change if and when the school needs and/or priorities change.

EC REEMS ACADEMY
CHIEF OPERATING OFFICER

Job Description

SUMMARY:

Directs, administers, and coordinates the internal operational activities of the organization in accordance with policies, goals, and objectives established by the Board of Trustees. Leads and directs the following functions and/or business units: operations, human resources, information systems, traffic, new business coordination, and school promotion and communication. Develop and organizes policies and goals that cover operations, personnel, financial performance, and growth of the functions and/or business units mentioned above.

RESPONSIBILITIES:

- Directs internal and external operations to achieve budgeted results and other financial criteria, and to preserve the funds invested in the school.
- Provides timely reports to the Board of Trustees.
- Guides the development and preparation of short-term and long-range plans and budgets based upon broad school goals and objectives. Spearheads the development, communication and implementation of effective growth strategies and processes. Recommends their adoption to the Board of Trustees.
- Directs the development and installation of procedures and controls, to promote communication and adequate information flow, and thereby solidify management control and direction of the school.
- Develops and establishes operating policies consistent with the School-wide policies and objectives and insures their adequate execution. Appraises and evaluates the results of overall operations regularly and systematically, and reports these results to the Board of Trustees.
- Collaborates with the administrative management team to develop and implement plans for the operational infrastructure of systems, processes, and personnel designated to accommodate the growth objectives of the organization.
- Insures that all activities and operations are performed in compliance with local, state, and federal regulations and laws governing school operations.

- Develops and maintains a sound plan of organization. Establishes policies to insure adequate management development and to provide for capable management succession for business units falling under his/her responsibility.
- Directs the development and establishment of adequate and equitable personnel policies throughout the organization, including compensation policies and employee benefit plans. Insures that the interests and welfare of employees as individuals are preserved and protected.
- Raises additional capital through donations, philanthropy and grants to enable the school to meet growth targets.
- Represent the school with clients, investors, and business partners.

KEY QUALIFICATIONS:

Candidate must believe in the school's core values, driven by the mission. Proven experience in leading and building the capabilities of the school staff.

Prior non-profit management experience is a must.

- Balance the delivery of programs against the realities of a budget; and problem solve to improve unstable conditions through conversion planning and implementation.
- Strategic Vision to think strategically and anticipate future consequences and trends and incorporate them into the organizational and operational plans.
- Capacity Building ability to effectively build organization and staff capacity, develop a strong workforce and the processes that provide seamless and stable operations.
- Leadership and Organization, must have exceptional capacity for managing and leading people; build teams to help scale up the school; ability to connect staff both on an individual basis and in groups; capacity to enforce accountability, develop and empower leaders from the bottom up and lead from the top down.

REQUIREMENTS:

- Master's Degree from a four-year university or equivalent experience
- 5 years teaching experience and training in the field of education
- Excellent interpersonal, communications, public speaking, and presentation skills
- Solid working knowledge of budgeting, fundraising, business development, and strategic planning.
- At least 15 years of experience, with 5 in an executive level position

**Executive Director of Ernestine C. Reems Academy of Technology and Arts
Public Charter School**

The Executive Director serves at the pleasure of the Board of Directors; the Executive Director is the Chief Operating Officer for Ernestine C. Reems Academy of Technology and Arts Public Charter School. He or she is responsible for overseeing the day-to-day operations of the school, and implementing policies adopted by the Board of Directors.

Job Description – Executive Director, Ernestine C. Reems Academy of Technology and Arts

appropriate behavior in all instructional settings.

- Ensures that the building is physically and emotionally safe for all students and staff.
- Carries out the vision, mission and philosophy of the school.
- Inspires respect and trust from students, staff, parents, community members and Board members.
- Collaborates with all staff, parents, community members and Board members to fulfill responsibilities of the school.
- Effectively involves staff, parents and students in implementing the educational program.
- Leads school in researching and practicing new educational methods appropriate to the school's vision, mission, and educational needs of the students.
- Develops long-range plans and set goals and objectives for the school.
- Takes effective and appropriate steps to institute needed changes without being prompted and maintain effort until resolution or completion.
- Demonstrates accuracy, thoroughness and effective use of time.
- Uses sound judgment to guide daily work
- Effectively delegates administrative duties to support staff.
- Keeps communication with Board open and handles correspondence in a timely manner.
- Strictly adheres to confidentiality rules.
- Develops staff contracts, job announcements, and evaluations.
- Takes responsibility for the implementation of applicable state, federal and local rules and regulations.
- Encourages cooperation, coordination of instruction and teamwork among all staff to support the school's educational philosophy.
- Works with Board to establish and implement school policies.
- Establishes or oversees production of school policy and procedures handbooks to include, but not limited to staff, student, parent, safety, professional development, and afterschool guides, manual and/or handbooks.

- Oversees parent training and involvement.

Financial

- Oversees the responsibilities of the Vice Principal, administrative and hourly staff.
- Develops and effectively manages and the operating budget.
- Demonstrates fiscal responsibility with staff and community contracts.
- Manages relationship with business partners to include, but not limited to accountants, back office staff, charter school district office, and attorneys
- Oversees monthly, quarterly, interim, and annual reports to the district and state.
- Develops and monitors financial reports and budget.
- Ensures accurate ADA monitoring and reporting.

Human Relations and Staff Supervision

- Oversees the management of all personal records, concerns, procedures and filings.
- Oversees payroll for school day and afterschool staff.
- Conducts formal and informal staff evaluations.
- Oversees Office Manager role and responsibilities to include, but not limited to personnel files, student records, cum files, and accident reports
- Ensures that adequate insurance policies are purchased to protect the school and staff
- Ensures that all staff is supervised, evaluated and offered opportunities and training to attain a cohesive staff, induction and retention practice.

I

FINANCIALS (Inc. Narrative, Budget)

APPENDIX F

EC Reems Academy of Technology and Art

Budget Narrative for Charter Renewal

February 12, 2014

SUMMARY

The attached budget and cash flow projections are based on conservative estimates of the actual costs to implement the EC Reems Academy of Technology and Art program (EC Reems) as described in the charter.

ENROLLMENT PROJECTIONS

Last year EC Reems experienced a drop in enrollment for the first time in quite a few years, however that trend has now reversed and the school is once again exceeding enrollment projections. For the current year, we are projecting an enrollment of 234 students and as of this writing we are at 247 students. Projections for future years continue to remain conservative, yet growing at about 15% per year until we once again reach capacity of approximately 350 students in 2017-18.

The school also continues to show improvement in Average Daily Attendance. Historically, budgeted attendance has been about 95%, however with program improvements, better tracking systems and policies and procedures in place to maintain higher attendance rates, we are projecting to maintain a 96.5% ADA rate.

We have also assumed (based on historical and current demographic data) that the percentage of students that qualify for the free and reduced lunch program will continue to run at about 92%. As well, our English Language Learners are continuing to make up approximately 7% of the student population.

REVENUES

Revenue Projections for the first year (current year 2013-14) were based on the conservative estimate that has been provided by the LCFF calculator tool provided by FCMAT V.14-3. The system for calculating payments is extraordinarily complex, and the LCFF will add layers of additional complexity during the eight-year phase-in period, EC Reems will continue to re-calculate revenues as more accurate information/calculators become available.

The budget includes five years of financial projections: 2013-14 through 2017-18. We have included the revised budget as of the First Interim for the current year budget. The outer year projections are based on a combination of conservative estimates and historical costs.

Revenue sources include but are not limited to:

- LCFF Revenues – Calculated using the FCMAT Calculator
- EPA Revenues – Calculated using the FCMAT Calculator
- In-Lieu Property Taxes – Assuming \$1,742 per ADA
- ASES program - \$150,000 per year
- SB70 Reimbursements – 75% of allowable Rent and Facilities expenses. EC Reems continues to easily meet the minimum 70% Free and Reduced qualifying criteria.
- Lottery Revenues – Projected using SSC dartboard at \$156 per ADA per year.
- Title I Federal Revenues – Projecting approximately \$100,000
- Donations – We are conservatively estimating donations and fundraising to be about \$60,000 per year. We are currently involved in negotiations with several individuals and organizations that could significantly increase this number.

EXPENSES

Expenses are currently conservatively projected using a combination of historical results, current market conditions, general charter school experience and future school/student needs. Expenses line items that are not contracted will normally increase based on SSC Dartboard of the CA CPI increases. (2.3% – 2.8% per year over the next 5 years).

Staffing and Benefits

EC Reems has and will continue to adapt its staffing levels to accommodate the student enrollment. The current structure includes two administrators (Director and Principal), Teachers, Substitutes, Instructional Aides, ASES Staff, Security, Janitorial, and Two Administrative office workers. Salaries are increased 2% for the 14-15 school year then 3% each year thereafter. Teacher staffing levels are projected to remain as close to a 20:1 student to teacher ratio as possible. Increasing from 11.5 this year to 12 next year, 15 for years 15-16 & 16-17, and ultimately topping out at 17 in 17-18. As the student enrollment continues to increase, staffing levels will be adjusted accordingly.

EC Reems will continue to outsource its business services, so it will not expand its administrative positions beyond what is currently in place.

EC Reems is budgeting STRS contributions at 8.25%, OASDI at 6.2%, Medicare at 1.45%, health and Worker Comp insurance at actual costs.

Books and Supplies

EC Reems is budgeting all books and supplies on a per student rate based on historical results and future estimated needs.

- Textbooks - \$175 per student plus \$10,000 for general books
- Consumable Books & Materials - \$100 per Student

- Materials and Supplies - \$125 per Student
- Classroom Materials - \$40 per student
- Non-Capitalized Equipment - \$150 per student, plus \$20,000 for Computers
- General Student Equipment - \$50 per Student going down to \$10 per student
- Food and Food Supplies, \$10 per Student

Services and Operating

EC Reems is for the most part keeping this class of expenses relatively constant save for the CPI increases and a few one-time costs. (*Approximate costs*)

- Training and Development – 5200 - \$20,000 per year
- Dues and Memberships – 5300 - \$1500 per year
- Insurance – 5400 - \$20,000 per year
- Operations Supplies and Utilities – 5500- \$37,000 per year
- Space Rental and Maintenance – 5600 - \$140,000 per year
- Consulting Services – 5800 - \$350,000 per year
- Communications – 5900 - \$20,000 per year
- District Oversight Fee – 7000 - 1% of LCFF, EPA & Property Tax revenues

EC Reems is currently in negotiations with the El Dorado SELPA to bring their Special Education services in-house, however we do not at the time of this writing have estimates for the associated revenues or expenses. It is the plan to use a combination of in-house employees and outside consultants to provide special education services to all of our IEP students. We expect the expenses to not exceed the revenues generated.

There are no Capital Outlays budgeted for until the 2016-17 school year when we anticipate needing to repair/upgrade our facilities. \$50,000 has been budgeted in each of 2016-17 and 2017-18 years to accomplish these goals.

CASH FLOW

While EC Reems has been able to adjust to an ever changing educational environment there have been a few times where cash flow continues to be a challenge. We have an on-going relationship with Charter School Capital to provide cash flow financing to help meet these times of cash short fall. There has only been one such need so far this year and with the greatly improving fiscal climate for schools in general we are not anticipating a need going past next year. We have however built in fees to cover any such shortfalls.

RESERVES

Because EC Reems has gone through structural changes in the past couple years our fund balance has dwindled and actually went negative last year. We are continuing to monitor this and actively working to restore our fund balance to acceptable levels. We are projecting to

have the minimum 3% reserve back in place by the end of the 14-15 school year and continue to build our fund balance to approximately 25% by the end of the 1-18 school year. We are planning to accomplish this by keeping our annual surplus from operations at or around \$200,000 per year.

E.C. Reems Academy of Technology & Art
Budget Summary
Five Year Budget, 2013-14 to 2017-18



SACS Code Description		2013-14	2014-15	2015-16	2016-17	2017-18
Revenue						
	State	1,973,295	2,309,678	2,666,752	2,886,911	3,149,296
	Federal	99,748	101,543	126,519	145,608	156,549
	Local	60,400	201,475	218,800	226,225	235,630
Total Revenue		\$ 2,133,442	\$ 2,612,696	\$ 3,012,071	\$ 3,258,744	\$ 3,541,475
Expenses						
1000	Certificated Salaries	828,865	918,256	1,113,049	1,232,923	1,401,855
2000	Classified Salaries	354,439	343,919	554,375	529,162	545,036
3000	Benefits	245,090	256,612	309,730	324,371	349,499
4000	Books and Supplies	115,500	215,250	227,200	237,850	251,340
5000	Services and Other Operating Expenses	380,251	634,337	587,181	647,918	673,731
6000	Capital Outlay				50,000	50,000
7000	Other Outgoing	174,866	20,371	23,846	25,983	28,534
Total Expenses		\$ 2,099,011	\$ 2,388,743	\$ 2,815,382	\$ 3,048,207	\$ 3,299,995
Surplus / (Deficit)		\$ 34,431	\$ 223,953	\$ 196,689	\$ 210,537	\$ 241,480
As a % of LCFF revenue		2%	11%	8%	8%	8%
Beginning Balance		(197,501)	(163,070)	60,883	257,572	468,109
Cash + Net AR/AP						
Ending Balance		\$ (163,070)	\$ 60,883	\$ 257,572	\$ 468,109	\$ 709,589
As a % of general purpose plus cat. block grants		-10%	3%	11%	18%	25%

E.C. Reems Academy of Technology & Art
Student Input
Five Year Budget, 2013-14 to 2017-18



Teachers	11.5	12	15	15	17
Ratio	20.35	23.75	21.33	22.33	20.82
	2013-14	2014-15	2015-16	2016-17	2017-18

Enrollment By Grade

Kindergarten	24	40	40	40	40
Grade 1	30	31	35	40	40
Grade 2	32	31	35	40	40
Grade 3	26	31	35	40	40
Grade 4	19	31	35	35	40
Grade 5	16	31	35	35	40
Grade 6	30	30	35	35	40
Grade 7	31	30	35	35	37
Grade 8	26	30	35	35	37
Grade 9	-	-	-	-	-
Grade 10	-	-	-	-	-
Grade 11	-	-	-	-	-
Grade 12	-	-	-	-	-
Other Enrollment (Grade 12+, etc.)	-	-	-	-	-
Total Enrollment	234	285	320	335	354

Daily Attendance Rate

Kindergarten	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 1	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 2	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 3	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 4	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 5	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 6	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 7	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 8	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 9	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 10	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 11	96.0%	96.5%	96.5%	96.5%	96.5%
Grade 12	96.0%	96.5%	96.5%	96.5%	96.5%
Other Enrollment (Grade 12+, etc.)					

Average Daily Attendance Rate	96.0%	96.5%	96.5%	96.5%	96.5%
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Average Daily Attendance by Grade

Kindergarten	23.0	38.6	38.6	38.6	38.6
Grade 1	28.8	29.9	33.8	38.6	38.6
Grade 2	30.7	29.9	33.8	38.6	38.6
Grade 3	25.0	29.9	33.8	38.6	38.6
Grade 4	18.2	29.9	33.8	33.8	38.6
Grade 5	15.4	29.9	33.8	33.8	38.6
Grade 6	28.8	29.0	33.8	33.8	38.6
Grade 7	29.8	29.0	33.8	33.8	35.7
Grade 8	25.0	29.0	33.8	33.8	35.7
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	224.6	275.0	308.8	323.3	341.6

Average Daily Attendance by Grade Range

ADA Grades K-3	107.5	128.3	139.9	154.4	154.4
ADA Grades 4-6	62.4	88.8	101.3	101.3	115.8
ADA Grades 7-8	54.7	57.9	67.6	67.6	71.4
ADA Grades 9-12					
Average Overall Daily Attendance	224.6	275.0	308.8	323.3	341.6

Poverty and Free/Reduced Price Lunch

Poverty level, % of school's overall students	86.0%	86.0%	86.0%	86.0%	86.0%
Poverty level, number of students	202	246	276	289	305
Free lunch qualifying, % of school's overall students	91.9%	91.9%	91.9%	91.9%	91.9%
Reduced priced lunch qualifying, % of school's overall students	5.0%	5.0%	5.0%	5.0%	5.0%
Free/Reduced priced lunch, number of students	227	276	310	325	343

English Language Learners

Percentage of Students - ELL	7.0%	7.0%	7.0%	7.0%	7.0%
Number of Students	17	20	23	24	25

E.C. Reems Academy of Technology & Art
Revenue
Five Year Budget, 2013-14 to 2017-18



SACS	2013-14	2014-15	2015-16	2016-17	2017-18	
State	Initial rate and rate increase source (unless noted): School Services July 2013 charter school dashboard					
8011	LCFF for all grades; state aid portion	974,435.33	1,198,802	1,415,531	1,551,660	1,711,744
8012	LCFF for all grades; EPA portion	283,708.23	350,376	410,153	446,912	490,787
8096	In-Lieu of Property Taxes, all grades	391,322.88	487,894	558,928	599,756	650,884
8019	Prior Year Income / Adjustments					
8181	Special Education					
8560	Lottery	35,043.84	42,904	48,173	50,431	53,291
8590	Mandate Block Grant	3,144.96	3,850	4,323	4,526	4,783
8591	SB 740 Rent re-imbursement program	72,239.31	75,851	79,644	83,626	87,807
8590	Common Core Instructional Materials	63,400.00				
8590	ASES	150,000.00	150,000	150,000	150,000	150,000
8599	Prior Year State Income					
State Revenue		1,973,294.55	\$ 2,309,678	\$ 2,666,752	\$ 2,886,911	\$ 3,149,296
Federal						
8220	Federal Child Nutrition Programs					
8290	All Other Federal Revenue, inc Facilities Incentive Grants program					
8291	Title I	99,747.65	101,543	126,519	145,608	156,549
8292	Title II					
8293	Title III					
8294	Title IV					
8295	Title V					
8299	Prior Year Federal Revenue					
Federal Revenue		99,747.65	\$ 101,543	\$ 126,519	\$ 145,608	\$ 156,549
Local						
8660	Interest	400.00	400	400	400	400
8782	All Other Transfers from County Offices					
8784	All Other Transfers from Other Locations					
8785	CMO Management fee					
8792	Transfers of Apportionments from County Offices		141,075	158,400	165,825	175,230
8980	Student Lunch Revenue					
8982	Foundation Grants	50,000.00	50,000	50,000	50,000	50,000
8983	All Other Local Revenue					
8984	Student Body (ASB) Fundraising Revenue					
8985	School Site Fundraising	10,000.00	10,000	10,000	10,000	10,000
8986	Rental Income					
8989	CSC Sale of Future Revenue					
8999	Revenue Suspense					
Local Revenue		60,400.00	\$ 201,475	\$ 218,800	\$ 226,225	\$ 235,630
Total Revenue		2,133,442.20	\$ 2,612,696	\$ 3,012,071	\$ 3,258,744	\$ 3,541,475

E.C. Reems Academy of Technology & Art
Expenses Summary
Five Year Budget, 2013-14 to 2017-18



SAC/SAC Code Description	2013-14	2014-15	2015-16	2016-17	2017-18
Certificated Salaries					
1100 Teachers' Salaries	578,191	662,928	840,845	918,070	1,053,325
1105 Teachers' Bonuses	-	-	7,500	7,500	12,000
1120 Substitute Expense	8,000	7,800	9,750	9,750	11,050
1200 Certificated Pupil Support Salaries	-	-	-	-	-
1300 Certificated Supervisor and Administrator Salaries	209,405	213,593	220,001	226,601	233,399
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-	-
1900 Other Certificated Salaries	33,269	33,934	34,952	71,001	92,081
1910 Other Certificated Overtime	-	-	-	-	-
1000 Subtotal	\$ 828,865	\$ 918,256	\$ 1,113,049	\$ 1,232,923	\$ 1,401,855

Classified Salaries					
2100 Instructional Aide Salaries	43,014	26,265	203,009	173,448	178,651
2110 Instructional Aide Overtime	-	-	-	-	-
2200 Classified Support Salaries	80,609	82,221	84,688	86,232	88,819
2210 Classified Support Overtime	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	-	-	-	-	-
2400 Clerical, Technical, and Office Staff Salaries	76,551	78,082	104,608	107,411	110,633
2410 Clerical, Technical, and Office Staff Overtime	-	-	-	-	-
2900 Other Classified Salaries	154,265	157,350	162,071	162,071	166,933
2905 Other Stipends	-	-	-	-	-
2910 Other Classified Overtime	-	-	-	-	-
2000 Subtotal	\$ 354,439	\$ 343,919	\$ 554,375	\$ 529,162	\$ 545,036

Employee Benefits					
3101 State Teachers' Retirement System, certificated p	64,977	72,313	88,139	95,054	107,145
3202 Public Employees' Retirement System, classified	-	-	-	-	-
3313 OASDI	24,534	23,910	37,143	37,815	40,186
3323 Medicare	17,158	18,302	24,178	25,550	28,230
3403 Health & Welfare Benefits	104,356	106,443	112,923	116,310	119,800
3503 State Unemployment Insurance	10,400	10,400	14,000	14,400	15,200
3603 Worker Compensation Insurance	23,666	25,243	33,348	35,242	38,938
3703 Other Post Employment Benefits	-	-	-	-	-

Expense Summary

3903	Other Benefits	-	-	-	-	-
3000	Subtotal	\$ 245,090	\$ 256,612	\$ 309,730	\$ 324,371	\$ 349,499

Total Personnel Expenses	\$ 1,428,394	\$ 1,518,786	\$ 1,977,154	\$ 2,086,455	\$ 2,296,390
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Books and Supplies

4100	Approved Textbooks and Core Curricula Materials	25,000	59,875	56,000	58,625	61,950
4200	Books and Other Reference Materials	13,000	28,500	32,000	33,500	35,400
4300	Materials and Supplies	20,000	35,625	48,000	50,250	53,100
4315	Classroom Materials and Supplies	9,000	11,400	20,800	21,775	23,010
4400	Noncapitalized Equipment	45,000	62,750	64,000	67,000	70,800
4430	General Student Equipment	1,000	14,250	3,200	3,350	3,540
4700	Food and Food Supplies	2,500	2,850	3,200	3,350	3,540
4000	Subtotal	\$ 115,500	\$ 215,250	\$ 227,200	\$ 237,850	\$ 251,340

Services and Other Operating Expenses

5200	Travel and Conferences	-	-	-	-	-
5210	Training and Development Expense	5,000	20,000	20,000	20,540	21,115
5300	Dues and Memberships	1,500	1,535	1,573	1,615	1,661
5400	Insurance	20,331	20,799	21,319	21,895	22,508
5500	Operation and Housekeeping Services/Supplies	10,000	24,225	27,200	28,475	30,090
5501	Utilities	13,000	13,299	13,631	14,000	14,392
5505	Student Transportation / Field Trips	2,800	5,000	5,125	5,263	5,411
5600	Space Rental/Leases Expense	96,319	101,135	106,192	111,501	117,076
5601	Building Maintenance	10,000	15,000	15,375	15,790	16,232
5602	Other Space Rental	-	-	-	-	-
5605	Equipment Rental/Lease Expense	19,200	19,642	20,133	20,676	21,255
5610	Equipment Repair	6,000	6,138	6,291	6,461	6,642
5800	Professional/Consulting Services and Operating	95,000	152,185	110,000	150,000	154,200
5803	Banking and Payroll Service Fees	5,000	5,115	5,243	5,384	5,535
5805	Legal Services and Audit	15,000	15,345	15,729	16,153	16,606
5810	Educational Consultants	25,000	175,575	190,000	200,000	210,000
5815	Advertising / Recruiting	2,000	4,000	4,100	4,211	4,329
5820	Fundraising Expense	4,000	4,092	4,194	4,308	4,428
5890	Interest Expense / Misc. Fees	100	102	105	108	111
5891	Charter School Capital Fees	30,000	30,690	-	-	-
5899	CMO Management Fee	-	-	-	-	-
5900	Communications	20,000	20,460	20,972	21,538	22,141
5999	Expense Suspense	-	-	-	-	-
5000	Subtotal	\$ 380,251	\$ 634,337	\$ 587,181	\$ 647,918	\$ 673,731

Expense Summary

Capital Outlay

6900	Depreciation Expense	-				50,000	50,000
6000	Subtotal					\$ 50,000	\$ 50,000

Other Outgoing

7000	Miscellaneous Expense	-					
7010	Special Education Encroachment	158,371	-	-	-	-	-
7438	Debt Service - Interest	-					
7500	District Oversight Fee	16,495	20,371	23,846	25,983	28,534	
7000	Subtotal	\$ 174,866	\$ 20,371	\$ 23,846	\$ 25,983	\$ 28,534	

Total Non-Personnel Expenses

\$ 670,616	\$ 869,957	\$ 838,228	\$ 961,752	\$ 1,003,605
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Total Expenses

\$ 2,099,011	\$ 2,388,743	\$ 2,815,382	\$ 3,048,207	\$ 3,299,995
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E.C. Reems Academy of Technology & Art
Monthly Cash Flow Projections
2013-14



SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
Revenue																
State																
8011 LCFF for all grades; state aid portion		63,599	63,599	114,477	114,477	114,477	114,477	114,477	68,912	51,367	39,865	27,584	38,354	49,039		100.03%
8012 LCFF for all grades; EPA portion				70,839						70,839			70,839	408	-	100.02%
8096 In-Lieu of Property Taxes, all grades		31,311	62,623	41,748	41,748	41,748	41,748	41,748	41,748				35,483	11,418	-	100.00%
8019 Prior Year Income / Adjustments																
8181 Special Education																
8560 Lottery			8,761				8,761			8,761		0	8,761	0	0	100.00%
8590 Mandate Block Grant				314	314	314	314	314	314	314	314	314	314	0	0	100.00%
8591 SB 740 Rent re-imbursement program				36,120					36,120			0	0	0	0	100.00%
8590 Common Core Instructional Materials	-	-	31,700	-	-	-	31,700	-	-	-	-	-	-	-	-	100.00%
8590 ASES	-	7,500	7,500	13,500	13,500	13,500	13,500	13,500	10,605	7,905	6,135	4,245	-	29,220	9,390	100.00%
8599 Prior Year State Income																
Subtotal	\$ -	\$ 102,410	\$ 174,183	\$ 276,998	\$ 170,039	\$ 170,039	\$ 281,339	\$ 170,039	\$ 157,699	\$ 139,186	\$ 46,315	\$ 32,144	\$ 153,752	\$ 90,085	\$ 9,390	
Federal																
8220 Federal Child Nutrition Programs																
8290 All Other Federal Revenue, inc Facilities Incenti																
8291 Title I							24,937			49,874		24,937	0	0	0	100.00%
8292 Title II																
8293 Title III																
8294 Title IV																
8295 Title V																
8299 Prior Year Federal Revenue																
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,937	\$ -	\$ -	\$ 49,874	\$ -	\$ 24,937	\$ -	\$ -	\$ -	
Local																
8660 Interest	33	33	33	33	33	33	33	33	34	34	34	34	0	0	0	100.00%
8782 All Other Transfers from County Offices																
8784 All Other Transfers from Other Locations																
8785 CMO Management fee																
8792 Transfers of Apportionments from County Office																
8980 Student Lunch Revenue																
8982 Foundation Grants			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	0	0	0	100.00%
8983 All Other Local Revenue																
8984 Student Body (ASB) Fundraising Revenue																
8985 School Site Fundraising			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	0	0	0	100.00%
8986 Rental Income																
8989 CSC Sale of Future Revenue																
8999 Revenue Suspense																
Subtotal	\$ 33	\$ 33	\$ 6,033	\$ 6,033	\$ 6,033	\$ 6,033	\$ 6,033	\$ 6,033	\$ 6,034	\$ 6,034	\$ 6,034	\$ 6,034	\$ -	\$ -	\$ -	
Total	\$ 33	\$ 102,443	\$ 180,216	\$ 283,031	\$ 176,073	\$ 176,073	\$ 312,310	\$ 176,073	\$ 163,732	\$ 195,094	\$ 52,348	\$ 63,114	\$ 153,752	\$ 90,085	\$ 9,390	

Expenses

Certificated Salaries

1100 Teachers' Salaries			86,729	86,729	86,729	75,165	40,473	40,473	40,473	40,473	40,473	40,473				100.00%
1105 Teachers' Bonuses																
1120 Substitute Expense			1,200	1,200	1,200	1,040	560	560	560	560	560	560				100.00%
1200 Certificated Pupil Support Salaries			-	-	-	-	-	-	-	-	-	-				
1300 Certificated Supervisor and Administrator Salary	17,381	17,381	17,381	17,381	17,381	17,381	17,381	17,381	17,590	17,590	17,590	17,590				100.00%
1305 Certificated Supervisor and Administrator Bonus																
1900 Other Certificated Salaries	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,761	2,795	2,795	2,795	2,795				100.00%

1910 Other Certificated Overtime				-	-	-	-	-	-	-	-	-	-			
1000 Subtotal	\$ 20,142	\$ 20,142	\$ 108,071	\$ 108,071	\$ 108,071	\$ 96,347	\$ 61,175	\$ 61,175	\$ 61,418	\$ 61,418	\$ 61,418	\$ 61,418				

Classified Salaries

2100	Instructional Aide Salaries			6,452	6,452	6,452	5,592	3,011	3,011	3,011	3,011	3,011	3,011				100.00%
2110	Instructional Aide Overtime			-	-	-	-	-	-	-	-	-	-				
2200	Classified Support Salaries		12,091	12,091	12,091	10,479	5,643	5,643	5,643	5,643	5,643	5,643	5,643				100.00%
2210	Classified Support Overtime		-	-	-	-	-	-	-	-	-	-	-				
2300	Classified Supervisor and Administrator Salaries		-	-	-	-	-	-	-	-	-	-	-				
2400	Clerical, Technical, and Office Staff Salaries	6,354	6,354	6,354	6,354	6,354	6,354	6,354	6,430	6,430	6,430	6,430	6,430				100.00%
2410	Clerical, Technical, and Office Staff Overtime		-	-	-	-	-	-	-	-	-	-	-				
2900	Other Classified Salaries		23,140	23,140	23,140	20,054	10,799	10,799	10,799	10,799	10,799	10,799	10,799				100.00%
2905	Other Stipends		-	-	-	-	-	-	-	-	-	-	-				
2910	Other Classified Overtime		-	-	-	-	-	-	-	-	-	-	-				
2000	Subtotal	\$ 6,354	\$ 6,354	\$ 48,037	\$ 48,037	\$ 48,037	\$ 42,479	\$ 25,806	\$ 25,806	\$ 25,882	\$ 25,882	\$ 25,882	\$ 25,882				

Employee Benefits

Employee Benefits																
3101	State Teachers' Retirement System, certificated	1,300	1,300	9,747	9,747	6,498	6,498	6,498	6,498	4,548	4,548	4,548	3,249			100.00%
3202	Public Employees' Retirement System, classified	-	-	-	-	-	-	-	-	-	-	-	-			
3313	OASDI	491	491	3,680	3,680	2,453	2,453	2,453	2,453	1,717	1,717	1,717	1,227			100.00%
3323	Medicare	343	343	2,574	2,574	1,716	1,716	1,716	1,716	1,201	1,201	1,201	858			100.00%
3403	Health & Welfare Benefits	2,087	2,087	15,653	15,653	10,436	10,436	10,436	10,436	7,305	7,305	7,305	5,218			100.00%
3503	State Unemployment Insurance	208	208	1,560	1,560	1,040	1,040	1,040	1,040	728	728	728	520			100.00%
3603	Worker Compensation Insurance	473	473	3,550	3,550	2,367	2,367	2,367	2,367	1,657	1,657	1,657	1,183			100.00%
3703	Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-			
3903	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-			
3000	Subtotal	\$ 4,902	\$ 4,902	\$ 36,764	\$ 36,764	\$ 24,509	\$ 24,509	\$ 24,509	\$ 24,509	\$ 17,156	\$ 17,156	\$ 17,156	\$ 12,255			

Books and Supplies

[illegible]

Services and Other Operating Expenses

Services and Other Operating Expenses																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Capital Outlay

[illegible]

6000 Subtotal

Other Outgoing

7000	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
7010	Special Education Encroachment			15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837			100.00%
7438	Debt Service - Interest			-	-	-	-	-	-	-	-	-	-	-	-			
7500	District Oversight Fee			1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649			100.00%
7000	Subtotal			\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487	\$ 17,487			
Expenses		\$ 47,837	\$ 47,837	\$ 290,347	\$ 256,980	\$ 238,726	\$ 221,444	\$ 189,999	\$ 169,599	\$ 162,727	\$ 162,727	\$ 157,844	\$ 152,942					

Additional items needed for cash flow

Cash balance at previous year end	57,599																
Accounts Receivable	270,825	60,726	117,384	11,514	60,736	1,618	-	-	-	-	-	-	\$ 153,752	\$ 90,085	\$ 9,390		
Accounts Payable	64,186	(2,389)	58,309	(1,296)	(97,582)	14,138	30,000	30,000	30,000	30,000	30,000	30,000					
CSC Redemption	156,123	49,766	49,650	83,100	(143,400)	(32,300)	-	97,200	-	-	-	(120,000)					
Subtotal	108,115	13,349	9,425	(70,290)	301,718	19,780	(30,000)	(127,200)	(30,000)	(30,000)	(30,000)	90,000					

Monthly Operating Surplus / (Deficit)	(\$47,804)	\$54,606	(\$110,130)	\$26,051	(\$62,653)	(\$45,371)	\$122,310	\$6,473	\$1,005	\$32,366	(\$105,496)	(\$89,828)
Total Monthly Surplus / (Deficit)	\$60,311	\$67,955	(\$100,705)	(\$44,239)	\$239,065	(\$25,591)	\$92,310	(\$120,727)	(\$28,995)	\$2,366	(\$135,496)	\$172
Projected Monthly Cash Balance	\$60,311	\$128,266	\$27,561	(\$16,678)	\$222,387	\$196,796	\$289,106	\$168,379	\$139,384	\$141,750	\$6,255	\$6,427

E.C. Reems Academy of Technology & Art
Monthly Cash Flow Projections
2014-15



SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
Revenue																
State																
8011 LCFF for all grades: state aid portion	-	59,940	59,940	107,892	107,892	107,892	107,892	107,892	84,755	63,177	49,031	107,892	107,892	126,713	-	100.00%
8012 LCFF for all grades: EPA portion	-	-	-	87,594	-	-	87,594	-	-	87,594	-	-	87,594	-	-	100.00%
8096 In-Lieu of Property Taxes, all grades	-	29,274	58,547	39,032	39,032	39,032	39,032	39,032	68,305	34,153	34,153	34,153	34,153	-	-	100.00%
8019 Prior Year Income / Adjustments																
8181 Special Education																
8560 Lottery			10,726				10,726		-	10,726			10,726			100.00%
8590 Mandate Block Grant	-	-	-	385	385	385	385	385	385	385	385	385	385	-	-	100.00%
8591 SB 740 Rent re-imbursement program	-	-	-	37,926	-	-	-	-	37,926	-	-	-	-	-	-	100.00%
8590 Common Core Instructional Materials																
8590 ASES	-	7,500	7,500	13,500	13,500	13,500	13,500	13,500	10,605	7,905	6,135	4,245	-	29,220	9,390	100.00%
8599 Prior Year State Income																
Subtotal	\$ -	\$ 96,714	\$ 136,713	\$ 286,328	\$ 160,809	\$ 160,809	\$ 259,129	\$ 160,809	\$ 201,976	\$ 203,940	\$ 89,704	\$ 146,675	\$ 240,750	\$ 155,933	\$ 9,390	
Federal																
8220 Federal Child Nutrition Programs																
8290 All Other Federal Revenue, inc Facilities Incenti																
8291 Title I	-	-	-	-	-	-	25,386	-	-	50,772	-	25,386	-	-	-	100.00%
8292 Title II																
8293 Title III																
8294 Title IV																
8295 Title V																
8299 Prior Year Federal Revenue																
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,386	\$ -	\$ -	\$ 50,772	\$ -	\$ 25,386	\$ -	\$ -	\$ -	
Local																
8660 Interest	33	33	33	33	33	33	33	33	34	34	34	34	-	-	-	100.00%
8782 All Other Transfers from County Offices																
8784 All Other Transfers from Other Locations																
8785 CMO Management fee																
8792 Transfers of Apportionments from County Office	-	-	14,108	14,108	14,108	14,108	14,108	14,108	14,108	14,108	14,108	14,108	-	-	-	100.00%
8980 Student Lunch Revenue																
8982 Foundation Grants	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	100.00%
8983 All Other Local Revenue																
8984 Student Body (ASB) Fundraising Revenue																
8985 School Site Fundraising	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	-	100.00%
8986 Rental Income																
8989 CSC Sale of Future Revenue																
8999 Revenue Suspense																
Subtotal	\$ 33	\$ 33	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ 20,141	\$ -	\$ -	\$ -	
Total	\$ 33	\$ 96,747	\$ 156,854	\$ 306,469	\$ 180,949	\$ 180,949	\$ 304,655	\$ 180,949	\$ 222,117	\$ 274,852	\$ 109,845	\$ 192,202	\$ 240,750	\$ 155,933	\$ 9,390	

Expenses

Certificated Salaries																
1100 Teachers' Salaries	-	-	99,439	99,439	99,439	86,181	46,405	46,405	46,405	46,405	46,405	46,405				100.00%
1105 Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-				
1120 Substitute Expense	-	-	1,170	1,170	1,170	1,014	546	546	546	546	546	546				100.00%
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-				
1300 Certificated Supervisor and Administrator Salary	17,728	17,728	17,728	17,728	17,728	17,728	17,728	17,728	17,942	17,942	17,942	17,942				100.00%
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-	-	-	-	-	-	-	-	-				
1900 Other Certificated Salaries	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,850	2,850	2,850	2,850				100.00%

Classified Salaries

Employee Benefits

Books and Supplies

Services and Other Operating Expenses

Capital Outlay

Page 12

6000 Subtotal

Other Outgoing

[illegible]

Additional Items needed for cash flow

[illegible]

Monthly Operating Surplus / (Deficit)	(\$58,382)	\$38,332	(\$207,128)	\$21,507	(\$80,495)	(\$61,764)	\$68,108	(\$5,570)	\$42,786	\$95,521	(\$61,263)	\$26,226
Total Monthly Surplus / (Deficit)	\$101,797	\$128,417	(\$197,738)	\$21,507	\$14,505	(\$61,764)	\$68,108	(\$5,570)	\$42,786	(\$7,979)	(\$61,263)	\$26,226
Projected Monthly Cash Balance	\$101,797	\$230,214	\$32,476	\$53,983	\$68,487	\$6,724	\$74,832	\$69,262	\$112,048	\$104,069	\$42,807	\$69,033

E.C. Reems Academy of Technology & Art
Monthly Cash Flow Projections
2015-16

Cash /r3



SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
Revenue																
State																
8011 LCFF for all grades; state aid portion	-	70,777	70,777	127,398	127,398	127,398	127,398	127,398	100,078	127,398	127,398	127,398	127,398	27,320	-	100.00%
8012 LCFF for all grades; EPA portion	-	-	-	102,538	-	-	102,538	-	-	102,538	-	-	102,538	-	-	100.00%
8096 In-Lieu of Property Taxes, all grades	-	33,536	67,071	44,714	44,714	44,714	44,714	44,714	78,250	39,125	39,125	39,125	39,125	-	-	100.00%
8019 Prior Year Income / Adjustments																
8181 Special Education																
8560 Lottery			12,043				12,043	-	-	12,043			12,043			100.00%
8590 Mandate Block Grant	-	-	-	432	432	432	432	432	432	432	432	432	432	-	-	100.00%
8591 SB 740 Rent re-imbursement program	-	-	-	39,822	-	-	-	-	39,822	-	-	-	-	-	-	100.00%
8590 Common Core Instructional Materials																
8590 ASES	-	7,500	7,500	13,500	13,500	13,500	13,500	13,500	10,605	7,905	6,135	4,245	-	29,220	9,390	100.00%
8599 Prior Year State Income																
Subtotal	\$ -	\$ 111,812	\$ 157,391	\$ 328,405	\$ 186,044	\$ 186,044	\$ 300,626	\$ 186,044	\$ 229,187	\$ 289,442	\$ 173,090	\$ 171,200	\$ 281,537	\$ 56,540	\$ 9,390	
Federal																
8220 Federal Child Nutrition Programs																
8290 All Other Federal Revenue, inc Facilities Incenti																
8291 Title I	-	-	-	-	-	-	31,630	-	-	63,259	-	31,630	-	-	-	100.00%
8292 Title II																
8293 Title III																
8294 Title IV																
8295 Title V																
8299 Prior Year Federal Revenue																
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,630	\$ -	\$ -	\$ 63,259	\$ -	\$ 31,630	\$ -	\$ -	\$ -	
Local																
8660 Interest	33	33	33	33	33	33	33	33	34	34	34	34	-	-	-	100.00%
8782 All Other Transfers from County Offices																
8784 All Other Transfers from Other Locations																
8785 CMO Management fee																
8792 Transfers of Apportionments from County Office	-	-	15,840	15,840	15,840	15,840	15,840	15,840	15,840	15,840	15,840	15,840	-	-	-	100.00%
8980 Student Lunch Revenue																
8982 Foundation Grants	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	100.00%
8983 All Other Local Revenue																
8984 Student Body (ASB) Fundraising Revenue																
8985 School Site Fundraising	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-	-	100.00%
8986 Rental Income																
8989 CSC Sale of Future Revenue																
8999 Revenue Suspense																
Subtotal	\$ 33	\$ 33	\$ 21,873	\$ 21,873	\$ 21,873	\$ 21,873	\$ 21,873	\$ 21,873	\$ 21,874	\$ 21,874	\$ 21,874	\$ 21,874	\$ -	\$ -	\$ -	
Total	\$ 33	\$ 111,845	\$ 179,264	\$ 350,278	\$ 207,918	\$ 207,918	\$ 354,129	\$ 207,918	\$ 251,061	\$ 374,575	\$ 194,964	\$ 224,703	\$ 281,537	\$ 56,540	\$ 9,390	

Expenses

Certificated Salaries

1100 Teachers' Salaries	-	-	126,127	126,127	126,127	109,310	58,859	58,859	58,859	58,859	58,859	58,859				100.00%
1105 Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	7,500			100.00%
1120 Substitute Expense	-	-	1,463	1,463	1,463	1,268	683	683	683	683	683	683				100.00%
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-				
1300 Certificated Supervisor and Administrator Salary	18,260	18,260	18,260	18,260	18,260	18,260	18,260	18,260	18,480	18,480	18,480	18,480				100.00%
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-	-	-	-	-	-	-	-	-				
1900 Other Certificated Salaries	2,901	2,901	2,901	2,901	2,901	2,901	2,901	2,901	2,936	2,936	2,936	2,936				100.00%

1910 Other Certificated Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-			
1000 Subtotal	\$ 21,161	\$ 21,161	\$ 148,750	\$ 148,750	\$ 148,750	\$ 131,738	\$ 80,703	\$ 80,703	\$ 80,958	\$ 80,958	\$ 80,958	\$ 88,458				

Classified Salaries

2100	Instructional Aide Salaries	-	-	30,451	30,451	30,451	26,391	14,211	14,211	14,211	14,211	14,211	14,211				100.00%
2110	Instructional Aide Overtime	-	-	-	-	-	-	-	-	-	-	-	-				
2200	Classified Support Salaries	-	-	12,703	12,703	12,703	11,009	5,928	5,928	5,928	5,928	5,928	5,928				100.00%
2210	Classified Support Overtime	-	-	-	-	-	-	-	-	-	-	-	-				
2300	Classified Supervisor and Administrator Salaries	-	-	-	-	-	-	-	-	-	-	-	-				
2400	Clerical, Technical, and Office Staff Salaries	8,682	8,682	8,682	8,682	8,682	8,682	8,682	8,682	8,787	8,787	8,787	8,787				100.00%
2410	Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-	-	-	-	-	-				
2900	Other Classified Salaries	-	-	24,311	24,311	24,311	21,069	11,345	11,345	11,345	11,345	11,345	11,345				100.00%
2905	Other Stipends	-	-	-	-	-	-	-	-	-	-	-	-				
2910	Other Classified Overtime	-	-	-	-	-	-	-	-	-	-	-	-				
2000	Subtotal	\$ 8,682	\$ 8,682	\$ 76,148	\$ 76,148	\$ 76,148	\$ 67,152	\$ 40,166	\$ 40,166	\$ 40,271	\$ 40,271	\$ 40,271	\$ 40,271				

Employee Benefits

3101 State Teachers' Retirement System, certificated	1,763	1,763	13,221	13,221	8,814	8,814	8,814	8,814	6,170	6,170	6,170	4,407				100.00%
3202 Public Employees' Retirement System, classified	-	-	-	-	-	-	-	-	-	-	-	-				
3313 OASDI	743	743	5,571	5,571	3,714	3,714	3,714	3,714	2,600	2,600	2,600	1,857				100.00%
3323 Medicare	484	484	3,627	3,627	2,418	2,418	2,418	2,418	1,692	1,692	1,692	1,209				100.00%
3403 Health & Welfare Benefits	2,258	2,258	16,938	16,938	11,292	11,292	11,292	11,292	7,905	7,905	7,905	5,646				100.00%
3503 State Unemployment Insurance	280	280	2,100	2,100	1,400	1,400	1,400	1,400	980	980	980	700				100.00%
3603 Worker Compensation Insurance	667	667	5,002	5,002	3,335	3,335	3,335	3,335	2,334	2,334	2,334	1,667				100.00%
3703 Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-				
3903 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-				
3000 Subtotal	\$ 6,195	\$ 6,195	\$ 46,460	\$ 46,460	\$ 30,973	\$ 30,973	\$ 30,973	\$ 30,973	\$ 21,681	\$ 21,681	\$ 21,681	\$ 15,487				

Books and Supplies

4100	Approved Textbooks and Core Curricula Materials	-	-	33,600	-	-	-	22,400	-	-	-	-	-	-	-	100.00%
4200	Books and Other Reference Materials	-	-	9,600	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	-	-	-	100.00%
4300	Materials and Supplies	-	-	19,200	14,400	-	-	14,400	-	-	-	-	-	-	-	100.00%
4315	Classroom Materials and Supplies	-	-	6,240	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	-	-	-	100.00%
4400	Noncapitalized Equipment	5,312	5,312	5,312	5,312	5,312	5,312	5,312	5,376	5,376	5,376	5,376	-	-	-	100.00%
4430	General Student Equipment	-	-	1,920	-	-	-	1,280	-	-	-	-	-	-	-	100.00%
4700	Food and Food Supplies	-	-	320	320	320	320	320	320	320	320	320	-	-	-	100.00%
4000	Subtotal	\$ 5,312	\$ 5,312	\$ 76,192	\$ 25,312	\$ 10,912	\$ 10,912	\$ 48,992	\$ 10,912	\$ 10,976	\$ 10,976	\$ 5,696	\$ 5,696	-	-	100.00%

Services and Other Operating Expenses

5200 Travel and Conferences	-	-	-	-	-	-	-	-	-	-	-	-					
5210 Training and Development Expense	-	-	6,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	-					100.00%
5300 Dues and Memberships	-	-	472	157	157	157	157	157	157	157	-	-					100.00%
5400 Insurance	-	-	6,396	2,132	2,132	2,132	2,132	2,132	2,132	2,132	-	-					100.00%
5500 Operation and Housekeeping Services/Supplies	-	-	16,320	-	-	-	10,880	-	-	-	-	-					100.00%
5501 Utilities	-	-	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363	1,363					100.00%
5505 Student Transportation / Field Trips	-	-	513	513	513	513	513	513	513	513	513	513					100.00%
5600 Space Rental/Leases Expense	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,814	8,920	8,920	8,920	8,920					100.00%
5601 Building Maintenance	769	769	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384					100.00%
5602 Other Space Rental																	
5605 Equipment Rental/Lease Expense	-	-	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013					100.00%
5610 Equipment Repair	-	-	629	629	629	629	629	629	629	629	629	629					100.00%
5800 Professional/Consulting Services and Operating	-	-	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000					100.00%
5803 Banking and Payroll Service Fees	262	262	472	472	472	472	472	472	472	472	472	472					100.00%
5805 Legal Services and Audit	786	786	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416					100.00%
5810 Educational Consultants	9,500	9,500	17,100	17,100	17,100	17,100	17,100	17,100	17,100	17,100	17,100	17,100					100.00%
5815 Advertising / Recruiting	205	205	369	369	369	369	369	369	369	369	369	369					100.00%
5820 Fundraising Expense	210	210	377	377	377	377	377	377	377	377	377	377					100.00%
5890 Interest Expense / Misc. Fees	-	-	10	10	10	10	10	10	10	10	10	10					100.00%
5891 Charter School Capital Fees	-	-	-	-	-	-	-	-	-	-	-	-					
5899 CMO Management Fee																	
5900 Communications	1,741	1,741	1,741	1,741	1,741	1,741	1,741	1,741	1,762	1,762	1,762	1,762					100.00%
5999 Expense Suspense																	
5000 Subtotal	\$ 22,287	\$ 22,287	\$ 76,388	\$ 51,490	\$ 51,490	\$ 51,490	\$ 62,370	\$ 51,490	\$ 51,617	\$ 51,617	\$ 47,328	\$ 47,328					

Capital Outlay

[illegible]

6000 Subtotal

Other Outgoing

[illegible]

Additional items needed for cash flow

[illegible]

Monthly Operating Surplus / (Deficit)	(\$63,604)	\$48,209	(\$247,058)	(\$266)	(\$112,740)	(\$86,733)	\$88,540	(\$8,711)	\$43,173	\$166,687	(\$3,355)	\$25,080
Total Monthly Surplus / (Deficit)	\$246,179	\$204,142	(\$237,668)	(\$266)	(\$112,740)	(\$86,733)	\$88,540	(\$8,711)	\$43,173	\$166,687	(\$3,355)	\$25,080
Projected Monthly Cash Balance	\$246,179	\$450,321	\$212,653	\$212,387	\$99,647	\$12,914	\$101,454	\$92,743	\$135,916	\$302,604	\$299,249	\$324,329

CCSA REPORT

APPENDIX G

School: Ernestine C. Reems Academy of Technology and Art

Definitions and Data Sources		
Term	Definition	Data Source
API Score	The Academic Performance Index (API) is a numeric score ranging from 200 to 1,000 that summarizes a school's performance on California's standardized tests. It is used for school accountability purposes.)	2013 Growth API Data File
3-year cumulative API growth	Cumulative API growth over the last three API cycles (i.e. an API cycle represents the difference between a current year growth API and the prior year's base API).	2013, 2012 and 2011 Growth API Data Files
Similar Students Measure	<p>What is it? The Similar Students Measure (SSM) identifies schools that over- and under-perform compared to schools with similar students statewide. It functions as a "proxy value-add" measure by comparing each school's performance to a prediction based on how schools with similar demographic characteristics perform.</p> <p>How is it calculated? For each of the prior three years, schools are categorized by whether their API score was Far Above, Above, Within Range of, Below, or Far Below their prediction based on student background. Those results are aggregated into a three-year SSM Performance Band. There are seven SSM Performance Bands: Far Above All Years, Above All Years, Within/Fluctuating, Below Most Years, Below All Years, Far Below All Years. The SSM calculation is based on API scores and publicly-reported student demographics, as reported to the California Department of Education with STAR testing. The variables used are listed below. For technical detail on the SSM, see the Technical Guide: http://www.calcharters.org/advocacy/accountability/</p>	California Charter Schools Association, calculated using California Department of Education (CDE) reported data
School Type	Elementary, Middle, or High School, as assigned by CDE for determining API ranks	
# of Valid Test Scores	Number of students in grades two through eleven tested in STAR Program testing for 2013. Note: Only includes number of students included in the 2013 API	2013 Growth API Data File
% Free/Reduced Lunch Enrollment	Percentage of valid test-takers who were eligible for the free or reduced-price lunch program	2013 STAR Program answer document
% English Language Learners	Percentage of valid test-takers who were designated as English Learners	
% Students with Disabilities	Percentage of valid test-takers who were designated as students with disabilities (SWDs). An SWD receives special education services and has a valid disability code on the STAR Program student answer document	
Average Parent Education Level	Average of all parent education responses using the following scale: 1 = Not high school graduate; 2 = High school graduate; 3 = Some college; 4 = College graduate; 5 = Graduate school	
% Parent Education	Percentage of parents responding to parent education question	
% Student Retention from October 2012 to 2013 STAR Testing	Percentage of students who were counted as part of the school enrollment on the October 2012 Fall Census Day and who have been continuously enrolled since then to the date of STAR Program testing	
Student Ethnicity Percentages	Percentage of valid test-takers in each ethnic category: African American, American Indian/Alaska Native, Asian, Filipino, Latino/Hispanic, Pacific Islander/Native Hawaiian, White, and Two or More Races.	

School: Ernestine C. Reems Academy of Technology and Art

General School Data

CDS Code: 01-61259-6117394
Primary Contact: Lisa Blair
Phone: (510) 729-6635
Address: 8425 MacArthur Blvd
Oakland, CA 94605
Grades Served: K-8
School Type: ELEMENTARY

School Renewal & Authorization

Charter Start Date: 09/07/1999
Authorizor: Oakland Unified School District (OUSD)
Charter Expiration Date: 06/01/2014
Number of Years Old: 14

General School Data

Number of Valid 2013 STAR Test Scores:	221	% African American:	80
% of Free/Reduced Price Meal Eligible Students:	83	% American Indian/AN:	0
% of English Language Learners:	2	% Asian:	0
% of Students with Disabilities:	10	% Filipino:	0
Average Parent Education:	2.28	% Latino/Hispanic:	18
% of Parent Education Responses Received:	70	% NH/Pacific Islander:	0
		% White:	0
		% Two or More Races:	0
% of Student Retention from October 2012 to 2013 STAR Testing:	95		

Note: The above data are publicly reported to the California Department of Education through the 2013 STAR Program student answer documents. They are used for the calculation of schools' Similar Students Measure (SSM) - see page 2.

What's Inside This Report
Page 2: CCSA Accountability Framework

The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar student populations (Similar Students Measure, or SSM).
- Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average - these are the status and growth metrics.
- Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background - this is the comparison metric (See more detail on page 4).

Schools must meet at least one of the following CCSA minimum criteria for renewal (this framework only applies to schools that are 4 years and older, have at least 50 valid test-takers, and are not ASAM or alternative schools):

- API at or above the 25th percentile of all non-ASAM California schools (744)
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

Page 3: SBE Revocation Regulations

In 2010, the State Board of Education adopted regulations that would allow them to initiate a process of potential revocation if a school is below certain level of performance. They only apply to non-ASAM schools five years and older. If a school five years and older has both of the following, it could be identified for potential revocation by the SBE:

- API Statewide Rank in the first decile for both of the prior two years (744)
- 3-year cumulative API growth less than 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)

The revocation process would trigger a review where the school would be called to present additional performance data to demonstrate additional value-add to students' educational experience. SSM results would guide CCSA support in the event of revocation implementation.

Summary of School Results
Meets CCSA Minimum Criteria for Renewal?

(Options: Above, Below, Not Applicable)

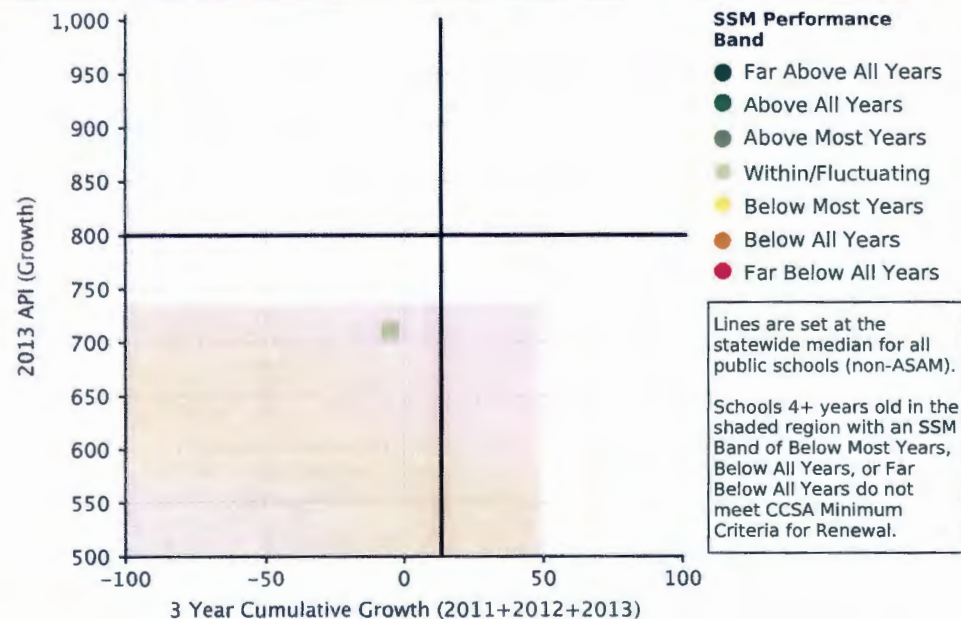
ABOVE OR BELOW MINIMUM CRITERIA?
Above
Above or Below SBE Revocation Regulations?

(Options: Above, Below, Not Applicable)

ABOVE OR BELOW REVOCATION CRITERIA?
Below

School: Ernestine C. Reems Academy of Technology and Art

CCSA Accountability Framework: Status, Growth, & SSM



CCSA Minimum Criteria for Renewal

	School Result
2013 API (Growth):	711
3-Year Cumulative API Growth:	-5
SSM Performance Band:	Within/Fluctuating
ABOVE OR BELOW MINIMUM CRITERIA?	Above

My school is 14 years old. Minimum criteria only apply to schools 4 and older.

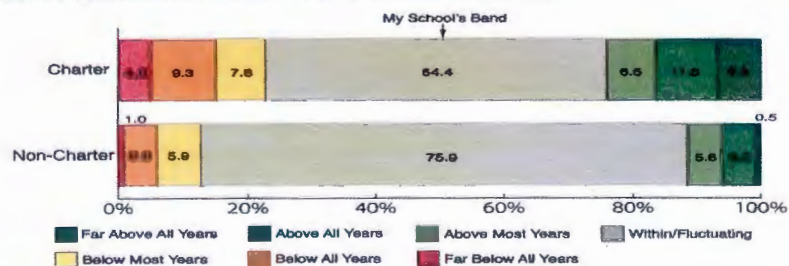
Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet at least one of the following in order to qualify for CCSA support at renewal:

- API score at or above the 25th percentile for California schools (744)
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

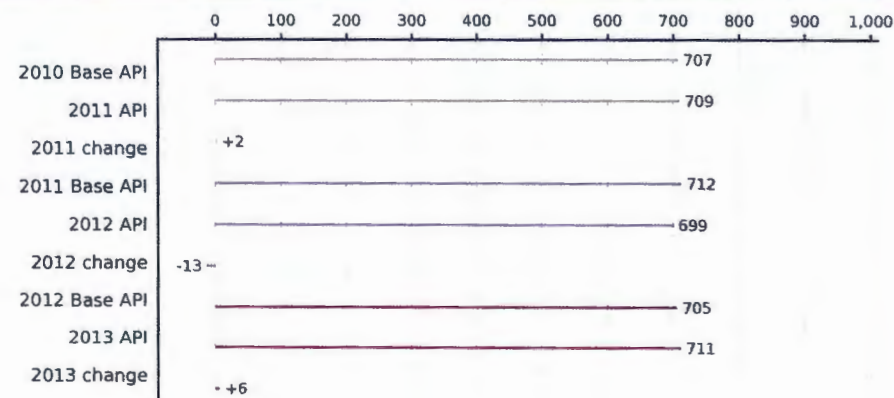
More Detail: SSM Performance Band

Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2010-2011:	Within Predicted
2011-2012:	Within Predicted
2012-2013:	Within Predicted
SSM Performance Band:	Within/Fluctuating

SSM Performance Bands: Statewide Breakdown



More Detail: 3-Year Cumulative API Growth



See page 4 of this report for a description of the Similar Students Measure.



School: Ernestine C. Reems Academy of Technology and Art

State Board of Education Revocation Regulations

Criteria for revocation eligibility (only applies to non-ASAM schools 5 years and older): Statewide rank of 1 over the past two years and 3-year cumulative growth under 50 points

Criteria	School Status
Does it apply? (i.e., Is my school non-ASAM, 5+ years?)	Yes
Statewide Rank 2010-11	1
Statewide Rank 2011-12	1
3-year Cumulative API Growth	-5
Above or below revocation criteria:	Below

If you have any questions on the material presented in the CCSA Academic Accountability Report Card, please email:
accountability@calcharters.org

For more information on the CCSA Accountability Framework, please visit
<http://www.calcharters.org/advocacy/accountability/>

FAMILY, COMMUNITY LETTERS

APPENDIX H



Leadership Public Schools-Oakland
Research & Development Campus
8601 MacArthur Blvd. Building 100
Oakland, CA 94605
Tel: (510) 633-0750 Email: info@leadps.org
Web: www.leadps.org/oakland.html

25 February 2014

Attn: OUSD School Board:

We are writing this letter in support for E.C. Reems as they undergo charter renewal. We would like to take this opportunity to share some information about our personal experience collaborating with them. Over the last few years we have benefited from our enrollment partnership as well as working closely with them to implement a high school tutoring collaboration.

Leadership Public Schools Oakland has been actively recruiting/receiving students from E.C. Reems for many years. E.C. Reems creates young leaders in their community and beyond; therefore students taught at E.C. Reems frequently come to our school ready to transition successfully into high school with strong organizational skills, college awareness, and substantial fundamental understanding in core English and Math content. With these assets, students thrive in our school and go on to graduate and attend 4-year colleges.

In the last three years cohorts of our students have worked weekly to provide tutoring and mentoring for their K-8 students. This partnership has benefited our students by providing them with the opportunity to develop interpersonal skills, real world skills, and to reinforce their own learning.

In summary, we strongly support E.C. Reems as a school and look forward in furthering our partnership.

Best Regards,

Alexandrea Creer
Principal

**From The Desk of Dr. Nadine Scott
2600 Ritchie Street
Oakland, CA 94605
(510) 635-5703**

February 24, 2014

Dear Oakland School Board Member:

My daughters, Ashaki Scott and Catherine Scott, attended E.C. Reems Academy of Arts and Technology until they graduated from the 8th Grade. I like the idea of having a good quality school in our neighborhood and it is a positive academic environment for our community.

My husband and I have referred many parents to the school because we feel very confident about the good quality education that our children have received. Many of the students that have graduated from E.C. Reems Academy have gone on to college and are doing great things. One of our daughters, Catherine Scott is a High School student that earns nearly straight A's. Catherine is in the 11th Grade. Our other daughter who attended E.C. Reems Academy, is in her 3rd year at the University of California Davis and is studying Environmental Science. Our daughters are achieving at a high level because of the great academic foundation experienced at E.C. Reems Academy of Arts and Technology.

We currently know parents that have children and also grandchildren attending E.C. Reems Academy. E.C. Reems is more than just a building and dull classrooms. This school is a great place of learning and it inspires many children and youth to desire to reach high goals and succeed in life. We, the parents, grandparents, etc., want E.C. Reems to remain an active part in our neighborhood and in our community. Our children are very important and their lives and future careers rest on attending this school. E.C. Reems Academy is a Beacon in the community and they make a great difference in the lives of our children.

Sincerely,

Nadine D. Scott, Ph.D.

Nadine D. Scott, Ph.D.

November 30, 2012

To whom it may concern,

My name is Asia Brooks and I am a previous student of E.C. Reems Academy of Technology and Arts. I graduated from E.C. Reems in 2008 and I am currently 18 years old. Because of E.C. Reems I can say that they made me the driving, structured and mature young lady that I am today. When I first attended E.C. Reems I was in the 4th grade. I came from another Oakland Unified School, Webster Academy. My mom found out that E.C. Reems was a great community based organization with excellent curriculum for children. When I attended E.C. Reems I was a little shy, immature girl who was only 8 years old and couldn't even tell time on a second hand clock. However, once I got to E.C. Reems all that changed for the greater good.

Nonetheless, my 4th grade teacher, Ms. Mohammad was pretty strict and firm on education. I remember having homework as though I was in college at that young age and only in the 4th grade. Despite the hard work and the transition to this new school, I made it and passed on to the 5th grade. In 5th grade I decided to join a program the school had called Women of Color and I was part of the Student Council. This is when my transition from a child into a young lady began. With the assistance from my mom, Principal Blair, Vice-Principal Moore, Ms. Rhea and Ms. Jackson, I transitioned into a mature young lady with goals and ambition in life. In addition to this transition, everything pertaining to education got real serious and I was ready for the challenge.

Additionally, the curriculum was a challenge, but somehow with the assistance of the homework club, Mr. Cortes and Ms. Callies, from 6th grade to 8th grade I was a superstar. I graduated with top honors, a 4.0 GPA and the status of Valedictorian.

Furthermore I may add that E.C. Reems introduced me to structure and explained to me how important education was and still is. I took what E.C. Reems gave to me and flew with it like a bird away from its mother into the real world. I recently graduated from Alameda Science and Technology Institute in the Summer of 2012, as well as graduated from Alameda College with my Associates degree all at the same time, and again, I am only 18 years old.

Moreover, my mom enrolled my little sister at E.C. Reems and she is doing extremely well. My sister is reading, solving math problems as well as exploring new educational comprehensions. I would recommend E.C. Reems to anyone with a young child in elementary school. One thing I can say is this school was the best choice for me because it not only transitioned me but it made me understand the importance of education, community, family and my future.

Sincerely,

Asia Brooks

510-798-2245

November 29, 2012

To whom it may concern:

I, Stephanie Finch, am the parent to Alyssa Henderson. My daughter attends E.C. Reems Academy of Technology and Arts and is currently enrolled as a 1st grader. I am beyond pleased with the staff at E.C. Reems. My daughter attended the school in the Fall of 2011 as a kindergartner. Her teacher was Ms. Maxwell and she did an outstanding job with my daughter. My child was able to count coins, comprehend mathematic problems, sort, and match and enhance her social skills. E.C. Reems put together a curriculum for the kindergartners that was well beyond what the Oakland Unified School District elementary schools in East Oakland had to offer my child.

In addition to the enhanced curriculum, my five year old daughter, at the time, was able to read entire books as a kindergartner. I am pleased to say that E.C. Reems has given my child, in entirety, love, education as well as social and interacting enjoyment. As a 1st grader now, my child can read up to 100 words per minute, add, subtract, read complete books without pictures, and knows how to work a computer almost to full capability. This institution has instilled a lot in my daughter on an educational level because their expectations for the children being future leaders are highly acknowledged by not just us as parents but a community as a whole.

Moreover, I would like to add that the staff at E.C. Reems is spectacular. I appreciate how they look out for, not just my child, but all of the children in attendance. The staff is kind, loving and they know exactly what they are doing when it comes to the children. Although the school is located on MacArthur Boulevard, which is a very busy street, the staff makes sure that the children are safe and well cared for.

Nonetheless, I would like to say that this is an outstanding Secondary school and if I had any younger children I would allow them to attend this school and I would highly recommend E.C. Reems to any parent seeking a great school for their children.

Respectfully yours,

Stephanie Finch-Henderson

9042 Palmera Court

Oakland, California 94603

510-562-4440

510-325-7737

October 15, 2013

To Whom it May Concern:

My name is Pamela Temple and I am the parent of two eighth graders currently enrolled at EC Reems Academy. I am writing this letter in support of the EC Reems Academy and the positive affect it has had on my children.

In addition to my children, there have been several of my nieces and nephews who have graduated from this school. From Kindergarten up until the present day, we have had nothing but positive experiences at EC Reems Academy. They have always encouraged my children to do their best, to think about their community, to be responsible for their actions and to make good decisions as it all impacts their place in the world.

The teachers and Administrative Staff are always helpful and supportive to the students and families. They have been known to provide resources to families that are in need as well as be a support system to the families. The faculty always promotes EXCELLENCE as a daily requirement and encourages the students' focus on reaching their greatest potential, which is extremely important in the current economic situation. EC Reems is a ray of hope within the community demonstrating that anything is possible in spite of your current circumstances. We are housed in the heart of an East Oakland community where the outlook on life can be viewed as grim, but as stated, the school provides a sense of pride that says "I am greater than my circumstance". In addition to the Academic components, the school is also a gateway into other means of learning such as Arts through music and dance, using technology to build things, the 180 program which takes kids out of their community to learn about things in the world they wouldn't normally have the opportunity to learn about. They are trying to shape the children all the way around, so that they can be successful in reaching their goals.

In closing, I believe that the school is an AWESOME school with great staff who genuinely care about the future of students and the community. It would be a great loss and disservice to the students and community if it were not here to carry on that legacy.

Please feel free to contact me at 510-866-3322 if you have any questions.

Sincerely,
Ms. P. Temple
Supportive Parent

Dear Whom ever IT concerns,
My experience at e.c.Reems was
amazing - This school taught me how
to break out of my shell and become
a leader. I've met multiple life
long friends and even though I've
graduated it is my favorite school -
When I left my sixth grade year
my grades dropped from A's and B's
to D's and F's, but when I came
back that soon changed. Getting
help from teachers, principals, vice -
principles, and students I am back
ontop of my game. Thank you
e.c.Reems.

sincerely,

Tahlor Ellis

Dear Mr. Harris, Vice President, OUSD School Board, District 7 Representative,

My child, Jalen Hodge, and my niece Ashanique Mayeux have both attended EC Reems academy 7 years. My son Xavier Comeaux who is now 20 years old attended for 4 years.

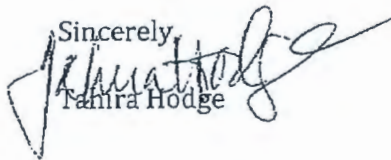
E.C. Reems is a part of the community that has been concerned about my children both academically and socially. I have always felt that my children were in a safe and positive environment.

At E.C. Reems Academy I have always felt as if my children were receiving a good education. Academically they are doing well and are not only being prepared for High School but for College. Students that attend EC Reems from my experience have received a great academic foundation and are supplied with all of the tools needed to succeed on their educational journey. I am a supporter of EC Reems not only because of their academic setting but because of the community family building within those walls. It truly takes a village to raise a child to become a productive member of society and I feel as if my village, right now is EC Reems Academy. It's a struggle finding an educational facility to care for and cater to each and every single individual student, with different learning styles and different backgrounds. But, at E.C. Reems Academy I know that every struggle my child has, every obstacle that he may feel is upon him will be addressed and he will be successful because they care. I know he will be held accountable for every decision he makes good or bad. And I know he will be successful. EC Reems has been a blessing to my children and to me as a single parent.

EC Reems Academy is more than classrooms, It is a small community within a community that inspires hope and desires to succeed in life. EC Reems Academy is a center stone in the community and must remain an active part of our community. My children's lives rest on attending this school. EC Reems makes a difference in my and my childrens lives. I am so very grateful and blessed to have the school. I feel safe and secure knowing that the administration cares for my child as if he was their own. That attribute is very rare in today's educational system.

I am a fervent supporter of EC Reems Acedemy of Technology and Art. And I pray that this blessing to the community, to every single student that attends and to every parent that enroll their child will continue to grow and be a safe haven and academic inspiration. I Love the school and I hope that they are allowed to continue on their mission to serve our community and make a difference in the lives of every student and hope for every parent.

Sincerely,


Jalen Hodge

Dear Mr. Harris, Vice President, OUSD School Board, District 7 Representative,

My children, Maria, Juana, Jose, & Elvin Fierro, have attended E.C. Reems Academy for 14 years. Not only did my children attend the school but I have family members who children also attend or attended the school. It is a part of the community that is concerned about our children academically and socially. Our children are safe and in a positive living environment.

My child is receiving a good education. Academically they are doing well and are being prepared for high school. I learned about the school through friends and community members. The students that graduate E.C. Reems Academy attend good high schools and then move on to college. I personally know a couple students that attended our school and are now in college.

E.C. Reems Academy is more than classrooms; it is a small community within a community that inspires hope and desire to succeed in life. E.C. Reems Academy is a center stone in the community and must remain an active part of our community. Our children's lives rest on attending this school. They make a difference in our children's lives.

Sincerely,

A handwritten signature in purple ink, appearing to read "Matt Fierro".

Dear Mr. Harris, Vice President, OUSD School Board, District 7 Representative,

My children, Maria, Juana, Jose, & Elvin Fierro, have attended E.C. Reems Academy for 14 years. Not only did my children attend the school but I have family members who children also attend or attended the school. It is a part of the community that is concerned about our children academically and socially. Our children are safe and in a positive living environment.

My child is receiving a good education. Academically they are doing well and are being prepared for high school. I learned about the school through friends and community members. The students that graduate E.C. Reems Academy attend good high schools and then move on to college. I personally know a couple students that attended our school and are now in college.

E.C. Reems Academy is more than classrooms; it is a small community within a community that inspires hope and desire to succeed in life. E.C. Reems Academy is a center stone in the community and must remain an active part of our community. Our children's lives rest on attending this school. They make a difference in our children's lives.

Sincerely,

Dear Mr. Harris, Vice President, Ousel
School Board. District 7 Representative

My Children Yadira + Salvador
Rodriguez have attended E.C Reems
9 yrs.

Not only did my children the School, but I
have family members who children also
Attend the School. It is part of the
Community that is concerned about our
children academically and socially. Our
children are safe and in a positive living
Environment.

My children received a good education.
Academically they are doing well and
~~were~~ were for high school. I learned
about the school through a friend.
The students that graduate from
E.C Reems Academy attend good high
schools and then move on to college. I
personally know — students that
attend our school and are now in college

I have children that are now in high
school and college and are succeeding
because they received a good academic
foundation at E.C Reems Academy. I
currently have a child attending High School
that graduated from E.C Reems. She (Yadira)

2-24-14

Dear Oakland School Board Member,

My name is Patricia Watson and two of my sons, Jonathan Hunter and Sean Mitchell attended E.C. Reems Academy for 2 years each while I was in Oakland.

We had a positive experience while at E.C. Reems Academy and I feel that my boys obtained a good education. I learned about the school from my mother and others in the community. My eldest son graduated from Hayward High School and the youngest is now a Senior in High School. They both did well in their studies and received good academic training from E.C. Reems Academy.

E.C. Reems Academy is more than classrooms. I appreciate this school being in the Oakland community and it gives our children a good solid foundation and desire to succeed in life. We want E.C. Reems to remain in the community and continue to be a positive influence on our children. This school really makes a great difference in our children's lives. Because of E.C. Reems Academy, they have many opportunities to excel.

Sincerely,

Patricia Watson

Patricia Watson

February 24, 2014

Dear Oakland School Board Member:

My Grandchildren: Jodie Carter is in Kindergarten, Demetria Russ is in 2nd Grade and Jade Knight is in the 7th Grade, attend E.C. Reems Academy. All they know is this school because they have attended since they were young. Demetria and Jade have attended since Kindergarten and now Jodie is following in their footsteps.

I have other friends whose children attend or have attended E.C. Reems Academy. This school is a part of the community and the Principal, Teachers, and the staff are very concerned about our children academically and socially. I feel that our children are safe and in a very positive environment.

I feel confident that my grandchildren are receiving a good education. Academically they are doing well and are being prepared for High School. I learned about the school through family and community members. I have learned that the students that graduate from E.C. Reems Academy attend good High Schools and then most of the students go on to college and receive their degrees.

E.C. Reems Academy is more than just classrooms. It is a small community within a community that inspires both hope and the desire to succeed in life. This school is a center stone in the community and must remain an active part of our community. Our children's lives rest on attending this school. E.C. Reems Academy makes a positive difference in our children's lives.

Sincerely,

Ella Carter

Ella Carter

February 25, 2014

Dear Oakland School Board Member:

My name is Rhonda Green and all three of my children: Simueal McDonald, Aujaney McDonald and Dejaney McDonald attended E.C. Reems Academy since Kindergarten. Simueal is eleven years old and in the 5th Grade, Aujaney is in the 8th Grade and Dejaney is now in the 11th Grade.

Some of my friends' children have also attended E.C. Reems Academy. This school is a part of the community and they are very concerned about our children academically and socially. My children love the school because it's small and yet big because of all the information that they teach our children. I feel that our children are safe and positive environment.

I am glad to know that my children are receiving a good education. Academically they are doing well. Aujaney is in the 8th Grade and her favorite class is English. Simueal's loves Math and Dejaney loves English. They are adequately being prepared for High School. I learned about the school through family and community members. Many of the students that graduate from E.C. Reems Academy attend good High Schools and then most of the students go on to college and receive their degrees. My eldest daughter Dejaney, makes good grades and is searching for a College to attend right now. She really likes Stanford University. She has been on several college tours at her High School.

I like the close knit environment at the school. E.C. Reems Academy is more than just classrooms. It is a small community within a community that inspires both hope and the desire to succeed in life. This school is a center stone in the community and must remain an active part of our community.

My three children have attended this school since Kindergarten. I want it to stay in our community. Our children's lives rest on attending this school. E.C. Reems Academy makes a great difference in our children's lives. Thank you.

Sincerely,

Rhonda Green

Rhonda Green

February 25, 2014

Dear Mr. Harris, Vice President, OUSD School Board, District & Representative,

My children; Lasharae Eutsey, Keymonte Eutsey, Arriel O'Neal, and David Williams have attended E.C. Reems Academy for over twenty years total. Lasharae and Keymonte have already graduated from E.C. Reems Academy; and David and Arriel are now 3rd and 7th graders.

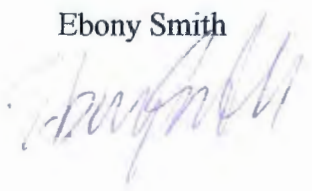
Not only does my children attend the school but I have family members who children also attend the school. I learned about the school through friends/family/community members/district personnel. The students that graduate from EC Reems Academy attend good high schools and then move on to college. I personally know because my daughter Lasharae Eutsey, is now attending her second semester as a freshman at San Jose University with a 3.85 GPA.

I have children that are now in high school and college and are succeeding because they received a good academic foundation at EC Reems Academy. I currently have a child attending high school that graduated from EC Reems Academy. Keymonte Eutsey, attends San Leandro High School.

EC Reems Academy is more than classrooms; it is a small community within a community that inspires hope and desire to succeed in life. EC Reems Academy is a center stone in the community and must remain an active part of our community. Our children's lives rest on attending this school. They make a difference in our children's lives.

Sincerely,

Ebony Smith



Dear Mr. Harris, Vice President, OUSD School Board, District 7 Representatives,

My grandchildren, Joshua Sanders and Zahni Newell, are attending E.C Reems Academy for their first year during the 2013-2014 school year.

I am very familiar with E.C Reems Academy and their schooling being that my daughter and niece both graduated from E.C Reems in 2005 and my nephew graduated in 2011. I am positive that the children who are attending E.C Reems, including my grandchildren are in a positive living environment. I am satisfied with the education that they are receiving at E.C Reems. I know that they are academically being prepared for their future education. I am confident that when both of my grandchildren leave E.C Reems that they will be more then prepared for the next step.

My daughter who graduated from E.C Reems, is currently receiving an higher education at California State University East Bay studying in Criminal Justice. The education that she received when attending E.C Reems prepared her for not only high school but college as well.

E.C Reems isn't just a place to send children as a classroom but a great learning institution for the community. The education that is given at EC Reems helps our children succeed in their future life. They make a difference in children's lives by not only giving an education from kindergarten to eighth grade but also by ensuring that as they continue with their education that they will be successful.

Sincerely,

The Oliver Family

A handwritten signature in blue ink that reads "Sharen Oliver". The signature is written in a cursive style with a large, stylized 'S' and 'O'.

Dear Mr. Harris, Vice President, OUSD School Board, District 7 Representatives,

My grandchildren, Joshua Sanders and Zahni Newell, are attending E.C Reems Academy for their first year during the 2013-2014 school year.

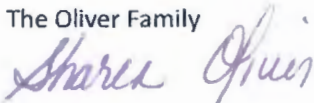
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Sincerely,

The Oliver Family

A handwritten signature in purple ink that reads "Sharon Oliver". The signature is written in a cursive style with a large, stylized 'S' and 'O'.

February 25, 2014



To Whom It May Concern,

My name is Sharon Jones Nelson and I am a Medical social worker and the grandmother of 6 grandchildren of which 5 have or are attending E.C. Reems. I also recommend this school to many of my clients at Children's hospital. I see the value of EC Reems School in our community because our children are getting a private school education in a small culturally appropriate school at no cost to family.

Many families that live in East Oakland cannot afford to send their children to private school.

Two of my grandchildren's have graduated from EC Reems and are now continuing their education 1 at Laney College the other at Fremont High School. I also trust the school with educating my other 3 grandchildren 1 in 6th grade, another in 1st grade and now a kindergartener.

The environment at the school is cultural sensitive and close knit family. Please keep this great school open and available for this community.

If there is anything I can do to help the school staying open please feel free to call me.

Sincerely

Sharon Jones Nelson MSW

510-333-6425

To whom it may concern!

I am writing this letter to tell about my experience at E.C. Reems.

I went to E.C. Reems from Kindergarten til 8th grade. 8th grade was the hardest year for me however, the teachers at E.C. Reems gave me extra help when need, they were also very patient and kind.

I think Mrs. Blair does a wonderful job running the school. She makes sure everything is under control. Now that I am an alumni of E.C. Reems I come back to tutor and help out. That's kind of my way of giving back.

E.C. Reems had help me out very much. The school is helpful, caring, and patient.

— Kierra Johnson

CHARTER RENEWAL PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Ernestine C. Reems Academy of Technology and Arts

The charter school estimates that 285 students will be enrolled by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the renewal charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a renewal charter term to Ernestine C. Reems Academy of Technology and Arts pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Paul Organ, MD, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Lorena Cardenas	Frisa Leon	Lorena C.	3-5-14	2	1130 E 17th	510 355 6064
MARTHA NAVARRETE	AMAX RAN RUIZ	MARTHA NAVARRETE	3-5-14	6	2621 28th AVE	904-213-1726
Yaneth Villalta	Lidia Nolasco	Yaneth Villalta	3-5-14	2	2753 77th AV.	415-947-9299
Gloria Garcia	Eric Guzman	Gloria Garcia	3-5-14	7	2696 Ave Parker	633-6347
Julia Perez	Citlalli S.	Julia Perez	3-05-14	8	1749 81st Ave	904-2001
Julia Perez	Susett S.	Julia Perez	3-05-14	4	Oakland CA	904-20-01
Elvira Rodriguez	Evelyn Moran	Elvira Rodriguez	3-5-14	7	2165 Church St	(510) 978-5272

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER RENEWAL PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Ernestine C. Reems Academy of Technology and Arts

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Griselda	Genesis	Griselda	3/5/14	7 th grade	Bruckwater Ave	(510) 875-8899
Beatrice	Jaquelin	Beatrice	3-5-14	7 th	918 th Ave	510-396-066
Beatrice	Luis	Beatrice	3-5-14	4 th	90 th Ave	510-396-066
Martha	Elvin-Fierro	Martha Fierro	3/5/14	8 th	7615 BANCROFT AVE APT #10 OAKLAND	(510) 569-1895
Delmira	Katherine	Delmira	3-5-14	5 th	2788 EC Reems 2B CT	(510) 635-358
Delmira	Ariagail	Delmira	3/5/14	2 nd	2788 EC Reems 2B CT	(510) 635-358
Delmira	Bryan	Delmira	3/5/14	5 th	2788 EC Reems 2B CT	(510) 635-358

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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CHARTER RENEWAL PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Ernestine C. Reems Academy of Technology and Arts

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The petitioners authorize the Lead Petitioner, Paul Organ, MD, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Adriana V	Iselle V	Adriana V	03-04-14		2626 Parker Ave	(510) 635-4795
Adriana V	Brian V	Adriana V	03-04-14	3 rd	2626 Parker Ave	(510) 635-4795
Sonia Lopez	Mariana Garcia	Sonia Lopez	3-05-14	6	1774 83rd Ave	(510) 878-9552
Marina Lopez	Alexa Martinez	Marina Lopez	3/05/14	6	9416 Ney Ave	(510) 219-7097
Antonio Alamillo	Marissa Enriquez	Antonio Alamillo	3/04/14	5 th	8416 Ney Ave	(408) 256-962
Veronica Ramirez	Tomas Bautista	Veronica R.	3/05/14	8	7006 Lacey Ave	(510) 395-0490
Maria Cisneros	Daisy Granados	Maria Cisneros	3/5/14	3/1	7604 MacArthur	(510) 395 7175
Maria Ontiveros	Marlet Amador	Maria Ontiveros	3/15/14	8	2072 83rd Ave	(510) 711-4938

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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CHARTER RENEWAL PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Ernestine C. Reems Academy of Technology and Arts

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Silvia Anador	Mirra Anador	Silvia Anador	3/05/14	5	8 Elmhurst 636 Ave	510) 717-4938
Silvia Anador	Jasmine Anador	Silvia Anador	3/05/14	K	8 Elmhurst 636 Ave	510) 717-4938
Silvia Anador	Angel Anador	Silvia Anador	3/05/14	4	8 Elmhurst 636 Ave	510) 717-4938
Ana Cerna	Cynthia C.	Ana Cerna	3/5/14	5	7811 Hillside St.	510) 689-8939
Lourdes Ublasco	Leslie Z.	Lourdes Ublasco	3/5/14	7	91 Eldridge Ave.	(510) 632-4348
Ana Cerna	Dwain	Ana Cerna	3/05/14	6	7811 Hillside St.	(510) 689-8939
Sara Lopez	Emiliano	Sara Lopez	3/05/14	5	7615 Brancroft Ave	510) 463-7090

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Maria G Barragan	Salvador Barragan	Maria	3-4-14	8 th	2518 Parker Ave	(509) 406-0801
Maria G Barragan	Jose Barragan	Maria	3-4-14	6 th	2518 Parker Ave	(509) 406-0801
Maria G Barragan	Guilella Barragan	Maria	3-4-14	3 rd	2518 Parker Ave	(509) 406-0801

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MARSHA HERNY	CAROL HERNY	MARSHA HERNY	3/3/14	K-2	3046 ANGELO AVE OAKLAND, CA	510 388 0187
Alonzo Hodge	CAMELIA HODGE	Alonzo Hodge	3/10/14	1st gr	172129 99th AVE OAKLAND, CA	510 6321942
Alonzo Hodge	Jalen Hodge	Alonzo Hodge	03-03-14	K-7	9652 E 1st Oakland CA, 94603	
Patricia Coley	Earl Johnson	Patricia Coley	3-10-14	K-present	460 Chopin Ave Oakland, CA 94603	(415) 724-2511
Kenneth Johnson	Kyhlia Johnson	Kenneth Johnson	3-4-14	3rd	1735 88th	510 205 9485
MAK COMMER	Julia Commer	MAK COMMER	3/10/14	1st	02 MARIE WAY OAKLAND, CA 94605	(510) 712-4982
NASTASIA H	Emory	NASTASIA H	3/10/14	2nd	7577 HALLIDAY AVE HALLIDAY	(510) 969-8116

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Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
Niemalilard	Armon Eady	Niemalilard	3/4/14	3rd	10877 Packard Street	510 686 0074
Nimberly Burgin	Niemalilard	Nimberly Burgin	3-4-14	K	1219 65th Ave. # F	(510) 205-5298
Stephanie Firth	Alyssa Hardison	Stephanie Firth	3-4-14	K	2558 OLIVER AVE	510- 555-0912 325-7737
ARETHA JEFFERSON	Kishan + Latimore	ARETHA JEFFERSON	3-4-14	6	2234- 84th Ave. #	(510) 488-2610
Kaia Walker	Lonclyn-RAE Walker	Kaia Walker	3/4/14	K	7322 Nky Ave Oaklmd	510-258-7486
Merrick M.	Mahari	Merrick M.	3/4/14	3	2651 68th Ave	510-788-2202

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Cynthia Walker	Damyon Jones	Cynthia Walker	3-4-2014	K	1475 E. 22nd St (Oakland)	927-6012
Tensha Webb	Christopher	Tensha Webb	3/4/14	K	1475 E. 22nd St (Oakland)	467-7821
Sharon Jones	KeDris Patterson	Sharon Jones	3/4/14	6	3344 Arkansas St #6	510-333-6425
Paul Thomas	Hezekiah Thomas	Paul Thomas	3/4/14	3	236 Pelletree Way	415 338-7908
Sharon Jones	Kabil Williams	"	"	2	"	"

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Sharon White	Charles Drew	Sharon White	3/4/14	K	Oakland 94605 7732 MacArthur #2	(510) 485-6332
Chandra	Damien	Chandra	3/4/14	K	2 Aniak Way Oakland, CA 94605	(510) 712-1148
"	Julia	"	"	K	"	"
Greg Bell	Jalyda	Greg Bell	3/4/14	K	2023 83rd Ave	(510) 395-3715
"	Janiya	"	"	K	"	"
"	Asia	"	"	1st	"	"
Shavonne	Naye	Shavonne	3/4/14	K	1293 95th Ave	(510) 612-5284

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Niya Marie Nathanian
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8400 MacArthur (510) 689-3695

CHARTER RENEWAL PETITION

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Semille B	Junile Semilla					
Tyja Wilkins	Teitye Finney		2/14	29 6 grade	416 Huntg, W	408-317-5521
Robert Magallon	Abigail		3/4/14	2788 EC Reems	K-	(510) 633-3588
"	Brian	"	"	"	K	"
"	Katherine	"	"	"	K	"
Lanette Balfon	Jhinyan			King. K-		510 978-7186
Gil Vega	Arriann Lewis			K.	6820 Mac Arthur BL Oakland, Ca	(510) 564-5104
Rew Quinn	Tanzan		3/4	4	2600 65th Oakland, Ca	510 228 9301

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Lisa Evans	Makhi	Lisa Evans	3/4/14	K	1263 76 th Ave	510-384-5262
Gena Ridge	Gai Nyeah	Gena Ridge	3/4/14	2nd	8662 88 th Ave.	(916)470-5896
Belli Gurler	Germaine	Belli Gurler	3/4/14	2nd	Relocating but returning	No Phone
Verna Carter	Xavier Scrygs	Verna Carter	3-4-14	6 grade	3311 72 nd Ave	510-352-6938
Sharon Chen	Zahri Newell	Sharon Chen	3/4/14	6 & 2nd	4516 Remondin Ave	510-962-0808
Marice Miller	Ginnat Towner	Marice Miller	3/4/2014	K	2701 64 th Ave Apt 217	510-967-2937
SHARON Williams	Omarim Milton	Sharon Williams	3/14/14	2nd	555 19 th Ave 410	(510)698-4967

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Essie Adams	Essence Walker	Essie Adams	3-4-14	7th	8906 Dowdy	(510) 682-7296
Jasmine Adams	Melissa Adams	Jasmine Adams	3-4-14	2nd	2112 57th Ave	(510) 395-7076
Janet Adams	Niyah Adams	Janet Adams	3-4-14	2nd	2725 Alhambra	(510) 700 217
Jecolia Hoover	Christian McCoske	Jecolia Hoover	3-4-14	2nd	1354 Seminary ave	(510) 689-3946
Veronica Gibbs	Amirah Watkins	Veronica Gibbs	3-4-14	1st	5936 Hayes St	(510) 269-6403
Melvinia Seals	A Watkins	Melvinia Seals	3-4-14	1st	5938 Hayes St	(510) 269-6963
Troy Johnson	Taliya Mills	Taliya M	3-4-14	6	3806 39th	

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**2009 CHARTER PETITION
REDLINE VERSION**

APPENDIX I

ERNESTINE C. REEMS ACADEMY OF TECHNOLOGY AND ARTS



CHARTER RENEWAL PETITION

RESPECTFULLY SUBMITTED
TO THE OAKLAND UNIFIED SCHOOL DISTRICT

FOR THE TERM JULY 1, 2014 - JUNE 30, 2019

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Educating Urban Youth to Succeed in Life. We are the Change!

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Red-line Version of 2009 Renewal
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ADDITIONAL RESOURCES

<u>a. CCSA Report (Favorable)</u>	
<u>b. Family, Community Letters</u>	
<u>c. Red-line Version of 2009 Renewal</u>	
<u>Performance Evaluation</u>	

Affirmations and Assurances

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E.C. Reems Academy of Technology & Arts Charter School ("E.C. Reems Academy" or the "Charter School") will follow any and all other federal, state, and local laws and regulations that apply to E.C. Reems Academy including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School shall be deemed the exclusive public school employer of the employees of E.C. Reems Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend E.C. Reems Academy, and who submit a timely application; unless E.C. Reems Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to E.C. Reems Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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). [Ref. Education Code Section 47605(d)(1)]
7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall ensure that teachers in E.C. Reems Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, E.C. Reems Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a

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transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
14. The Charter School shall on a regular basis consult with its parents and teachers regarding E.C. Reems Academy's education programs. [Ref. Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Brian Reems
President, Board of Trustees

Date

EXECUTIVE SUMMARY

Introduction

E.C. Reems Academy is a small, K-8 public charter school serving students in the severely economically depressed area of East Oakland. The majority of students at E.C. Reems Academy would otherwise attend Parker, East Oakland Pride, Howard Elementary, Barak Obama School, Frick, Elmhurst Community Prep, and Alliance middle schools. One hundred percent (100%) of the students come from ethnic minorities; 80% are African American and 17% are Hispanic or Latino. Eighty-three percent (83%) qualify for free or reduced lunch and 2% are English Learners. While serving this disadvantaged group of students, E.C. Reems Academy has achieved success across multiple metrics and continues to strive for even higher levels of success. It has also experienced some recent setbacks, which the school fully recognizes and is in year two of an action plan to remediate.

In this Charter, we will demonstrate that E.C. Reems Academy is academically sound, is an effective and viable organization, has been faithful to the terms of its charter, and has been

reasonably comprehensive in its petition. While there have been some stressors in recent year, the institution has over 13 years of successful administration to see it through these challenges. The action plan already in place provides early evidence of success, and E.C. Reems looks forward to working with the district and under their oversight as it continues to accelerate its program. As such, we respectfully ask the Oakland Unified School Board to grant a five-year renewal of our charter, so that we may continue in partnership with the district to improve the academic outcomes for all of the children of Oakland.

Criteria 1: Academically Sound

Mission

E.C. Reems Academy provides a student-centered curriculum that enhances intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21st century.

Academic Program Tailored to Local Context

E.C. Reems Academy is committed to supporting the academic and social-emotional development of the youth of East Oakland. East Oakland is a community devastated by socioeconomic factors that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. Since its inception in 2000, E.C. Reems has worked in partnership with the district to increase the academic achievement levels of East Oakland's youth, predominantly African American children and children from low-income families. Over this period, we have realized a gain of 236 points in our overall Academic Performance Index and an equivalent gain for both our African American and Socioeconomically Disadvantaged students. While there is further work to be done, E.C. Reems has been a leader in the East Oakland community in taking on the hard work of reversing these trends and is committed to continuing this work under the granting of a new charter.

The academic program and learning environment at E.C. Reems Academy has been developed and refined with this population and the very real barriers of our community in mind.

1. Utilization of Data-Driven Improvements in Instruction, Assessment, Student Learning and Achievement to identify students performing at Below Proficiency (Basic/Below Basic) levels and provide Differentiated Instruction targeted at specific ELA and Mathematics Content and Practice Standards.

2. Implementation of High Yield Instructional Strategies (especially Inquiry-based Instruction and Learning and Explicit Teaching of Thinking skills) to engage students in project-based learning, focused on developing and applying higher order critical and creative thinking and problem solving skills around "authentic questions" and real-world problems and situations.

- ~~Investment in low teacher pupil ratios (20:1 in K-4, 25:1 in 5-8) provides more direct attention to individual pupil needs, identification of individual pupil learning styles, and one-on-one support.~~
- ~~Utilization of the Effective Teaching Practices as the foundation for learning, to create a scaffolded, constructivist learning environment that promotes higher order thinking. While the pure constructivist model relies heavily on prior knowledge and understanding as a foundation for creating new knowledge, our model includes specific immersion~~

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activities to build this background for our students, which is often limited or non-existent in the lives of disadvantaged urban youth.

- Differentiated instruction enabling the teacher to work individually with small groups throughout the day to address students' academic needs. This process allows the teacher to work at an accelerated rate for the high achievers and slow the instruction to a pace where the struggling students are comfortable and can understand the instruction.
- Engaging students through authentic, real-world experiences exposes them to a broadened array of potential interests and career paths.
- Learning is enhanced through character education and the Guiding Principles, borrowed from the Seven Principles of Kwanzaa, to train pupils in social skills development. These tools contribute to personal behavioral success and respect for process and procedures that support classroom management and hence increased levels of academic achievement.
- Provision of wrap-around services support the whole child, including health education and social and psychological support for both the students and their families.
- Investment in teachers, providing rich teacher induction and ongoing training to foster a better understanding of community dynamics that impact learning, and tools to reinforce and continue to engage teachers in an at-risk community, thus reducing teacher turnover and improving academic and social continuity.

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These factors contribute to increased academic achievement, matriculation, and social development skills among a population noted for high dropout rates, low academic achievement, higher juvenile and adult incarceration rates, and higher death rates. E.C. Reems Academy stands as a safe educational institution, in an otherwise violent community setting.

Improving Student Achievement

Under California Education Code Section 47607(a)(3)(A), the Oakland Unified School District ("OUSD" or the "District") shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal. As such, E.C. Reems Academy respectfully asks the district to look at each of the following data sets to demonstrate our success in meeting the requirements for renewal under California Education Code Section 47607(b).

API Growth Target

The Charter School has attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both school wide and for all groups of pupils served by the charter school. (Education Code Section 47607(b)(1))

E.C. Reems Academy meets this criteria, having met its growth target in the prior year (2012-13) overall and for each of its subgroups. Figure i.1 provides detailed numbers to demonstrate.

Figure i.1 E.C. Reems Academy API Scores and Growth Targets

Year	API Score	API Growth Target Overall	API Actual Growth Overall	API Growth Target AA	API Actual Growth AA	API Growth Target SES	API Actual Growth SES	Met Growth Target School wide and Subgroups
2013	711	5	+6	6	+7	5	+9	Yes
2012	699	5	-13	5	-19	5	-12	No
2011	709	5	+2	5	-13	5	-11	No
2010	707	5	-15	5	-19	5	-22	No

NOTE: Because the Base API score is reset each year, the API Growth may be more or less than the difference between the previous years Growth API score and the next.

E.C. Reems Academy recognizes that this figure shows a fluctuation in our API scores over the last charter term, however, it is important to note that the overall variance has been 12 points in total (a range of 699 to 711). Similar trends have been experienced by the Oakland Unified School District, which has an overall variance of 9 points in the same period (a range of 719 to 728), as well as by individual schools within the district.

In addition, the gains in the prior year should be recognized not only as meeting the criteria of Education Code Section 47607(b)(1), but also as a particular accomplishment within the local and state context. For the first time since 2002, schools across the state realized an overall drop in API scores in 2013.¹ Indeed, OUSD experienced its first loss in years with a drop of 7 points in its API. While E.C. Reems Academy's gain of 6 points may be modest, it bucked the trend of local and state API scores and is heading in the right direction for future success.

¹ STAR test scores decline for first time in a decade, August 8th, 2013. EdSource. Retrieved from <http://edsources.org/today/2013/star-test-scores-decline-for-first-time-in-a-decade/36992#.Up90wJQ4VZ8>

Similar School Ranking

The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. (Education Code Section 47607(b)(3))

E.C. Reems Academy meets this criteria, having maintained a Similar School Ranking of 4 or higher in the prior year and in all years of the current charter for which there is data available. The State of California has not released the 2013 Similar School Rankings at the time of this submission. However, E.C. Reems Academy meets this criteria even without the prior year data and anticipates that this ranking will be at or above the 2012 ranking given the increase in API score.

Figure i.2 E.C. Reems Academy Similar School Rankings

Year	Similar Schools Ranking
2012	4
2011	6
2010	6

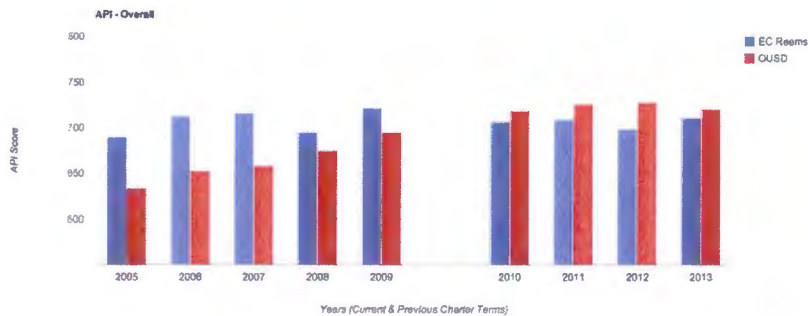
Performance Compared to Local Public Schools

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Education Code Section 47607(b)(4)(A))

E.C. Reems Academy entered the education landscape in East Oakland with a desire to increase achievement for its youth. In the previous charter term (2005-09), we were able to steadily increase the academic achievement of our overall population as well as for our significant subgroups: African American Students and Socioeconomically Disadvantaged Students. Overall and within these subgroups, students at E.C. Reems Academy achieved at higher levels than they would have at the schools they would have otherwise been required to attend.

During that period and during the present charter term (2010-2014), OUSD has experienced steady gains as well - something that E.C. Reems Academy applauds in this collective work. Concurrently, E.C. Reems Academy's growth has leveled off, not unlike OUSD's in the past four years. As such, the API score overall for E.C. Reems Academy has become more in keeping with the OUSD average during the past charter term. Indeed, the OUSD API is now higher. However, the demographic of students it represents is also quite different (30% African American students versus 80% at E.C. Reems Academy; 79% Socioeconomically Disadvantaged Students versus 83%). The importance of this difference will be discussed below. Figure i.3 provides numbers for both the previous and current charter terms to illustrate both the past and current trajectories.

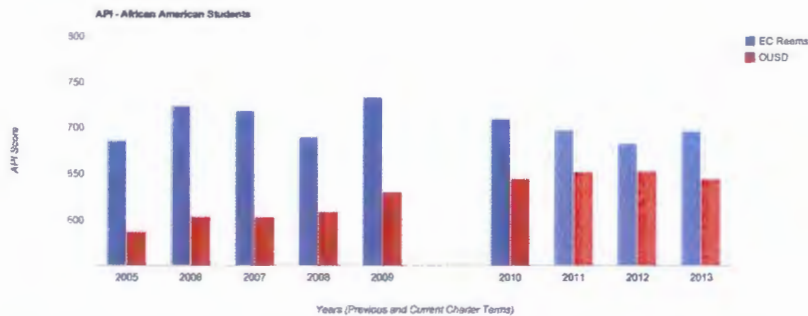
Figure i.3 API Scores for E.C. Reems Academy and OUSD, 2005-2013



While it is **important** to look at overall API Scores, in evaluating if students at E.C. Reems Academy are performing better than they would at schools they would otherwise be required to attend, it is **essential** to look at the specific subgroup we serve. East Oakland is not the same population as the Oakland Hills or even the increasingly gentrified Downtown and Fruitvale, and our students are precisely those students who have historically been most at risk: African American Students and Socioeconomically Disadvantaged Students. OUSD has taken significant steps in recognition of this crisis, establishing the Office of African-American Male Achievement under Chris Chathom. E.C. Reems shares this commitment to serving our African American youth, has made significant progress toward that end, and seeks a renewal of its charter precisely to continue this work.

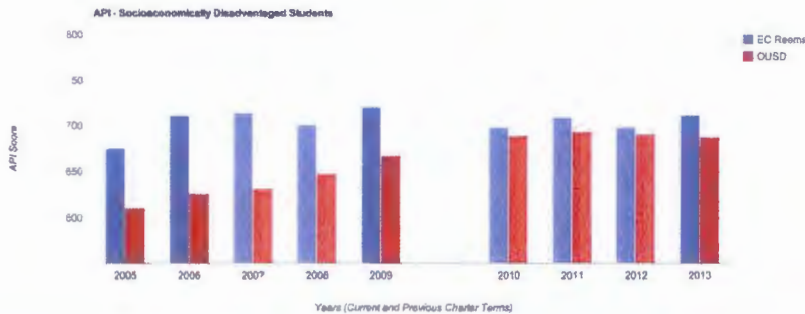
In both the previous and current charter term, African-American Students do better than they would at the schools they would otherwise be required to attend. Figure i.4 illustrates the achievement levels of African American students as compared to the district average. This does not mean that they are doing well enough yet - E.C. Reems Academy recognizes the gap that still exists for these youth - but they are doing better on average in our program than the district as a whole. And we are committed to continuing to close this gap for them in our next charter term.

Figure i.4 API Scores for African American Students at E.C. Reems Academy and OUSD, 2005-2013



A similar, though less dramatic, pattern exists within the subgroup of students who are socioeconomically disadvantaged. In both the previous and current charter term, these students do better than they would at the schools they would otherwise be required to attend. Figure i.5 illustrates the achievement levels of Socioeconomically Disadvantaged Students as compared to the district average. Again, this does not mean that they are doing well enough yet - E.C. Reems Academy recognizes the gap that still exists for these youth - but they are doing better in our program. And we are committed to continuing to close this gap for them as well in our next charter term.

Figure i.5 API Scores for Socioeconomically Disadvantaged Students at E.C. Reems Academy and OUSD, 2005-2013



In summary, the Charter School has met and exceeded the minimum criteria for renewal by meeting three of four of the possible criteria:

- Attaining its Academic Performance Index (API) growth target in the prior year both school wide and for all groups of pupils served by the charter school. (Education Code Section 47607(b)(1))

- Ranking in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year and in all years of this charter. (Education Code Section 47607(b)(3))
- The academic performance of the charter school outperforms the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Education Code Section 47607(b)(4)(A))

Strong Leadership

E.C. Reems Academy is led by an administrative team composed of the Chief Operating Officer and Principal, who work together to ensure successful implementation of curriculum designed to maximize student learning. The Team reports directly to the Charter School Board of Trustees, and they are responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Board of Trustees' major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and selecting and evaluating the top administrative staff. Finally, E.C. Reems has an internal School Site Leadership Team composed of the Lead Team and the Data Team (discussed below), which provide critical input to both the Administrative Team on the academic program and its implementation.

Chief Operating Officer/Executive Director

E.C. Reems Academy has benefitted from the consistent, strong leadership of Chief Operating Officer/Executive Director Lisa Blair since August 2000. Ms. Blair brings decades of experience to this role from various educational disciplines and has galvanized corporate and community resources to help guide the students toward achieving at their highest potential.

Ms. Blair holds an MA from the University of Southern California and a BA from the University of California at Santa Barbara. She has 30 years of teaching and training experience and 25 years of academic administration and management experience. She completed coursework in Superintendents Training through USC's Continuation Program. She served on the Board of Directors of Oakland Community Organization (OCO/PICO National Network), and is a Member of the City of Oakland Chamber of Commerce, California Charter School Association (CCSA), National Middle Schools Association, National Elementary School Association, and National Principal Elementary School Association.

Principal

In the past year, E.C. Reems added a position to the leadership team by hiring a new Principal, Dr. Paul Organ. Dr. Organ has taken over management of the instructional program of the school, allowing Ms. Blair to focus on the fiscal and institutional management. Prior to joining E.C. Reems, Dr. Organ was the Dean of Students and Vice Principal at San Jose Conservation Corps Charter School where he was responsible for providing Student Support Services (counseling and career guidance), implementation of student discipline/behavior improvement policies and procedures, and on-site instructional support and professional guidance for teachers completing BSTA Accreditation, including incorporation of national Common Core Curriculum Standards. He also served as Head of School at Howard University Middle School of

Mathematics and Science, where he developed and implemented the foundational infrastructure, administrative policies and procedures, student support services, academic curriculum and school culture for newly opened public charter middle school on Howard University campus. While there, he implemented a school-wide process utilizing individual and school aggregate data from initial DC-CAS and DBAS testing, to develop data-driven test preparation, and student performance improvement interventions, that resulted in Middle School successfully passing DC-CAS school standards

Board of Trustees

The Charter School's governing board is composed of a maximum of eleven members, which include a mix of representatives from local community-based organizations, businesses, universities, teachers, parents, students, and OUSD representatives (if desired by the district). The current Board of Directors includes the following:

- **Dr. Ernestine C. Reems, Life President** - Dr. Ernestine Cleveland Reems is the Founder and Senior Pastor of Center of Hope Community Church in Oakland, CA. While functioning as Pastor for over 39 years, Dr. Reems has impacted her local community by providing for those in need through the development of a food feeding ministry, the E.C. Reems Academy, a 150 unit affordable housing complex, a 56 unit building for senior housing, and a 17 unit transitional facility for homeless single women with children.
- **Brian Reems, Designated President** - Mr. Reems leads the Board of Directors, following in his mother's footsteps and with a lifelong passion and immersion in the work of E.C. Reems community services and ministries. In a community plagued by violence and household instability, Mr. Reems brings essential expertise in social work and child safety through his experience as a Supervisor for Protective Services for San Francisco County.
- **Adrienne Shelton Byias, Treasurer and Ombudsman** - Ms. Shelton Byias is a Senior Gas Trading Analyst for PG&E's Gas Transmission System, performing financial planning and analysis. She brings to the Board extensive experience in accounting, auditing, financial reporting and financial planning and analysis.
- **Keith Courts, Secretary** - Mr. Courts is the Black Males Initiative Coordinator at E.C. Reems, having previously worked as both a Middle School Teacher and the Dean of Summer School. Mr. Court brings a decade of work with the E.C. Reems student body and academic program to the table in his role as one of the Board of Directors.
- **Dr. Connie Davidson** - Connie Davidson Ed. D., is the founder and CEO of Education Communities and a Faculty member at CalStateTEACH at California State University, Monterey Bay. A former secondary school teacher in San Leandro California, Connie is also a National Teacher Trainer.
- **Kirby Harris** - Kirby Harris is a native of Oakland, growing up a short distance from E.C. Reems Academy. Mr. Harris is currently a Partner at Base Ventures an early stage technology investment fund based in Oakland, bringing with him expertise in strategic planning, finance, and development.
- **Zelon Harrison** - Zelon Harrison brings a wealth of experience in early childhood education, family training and support, and crisis management from years working at Covenant House, Mutual Assistance Network, The Birthing Project, Wind Youth Center and Oakland Youth Services.
- **Maisha Alisse House-Asemota** - Maisha House-Asemota is a Senior Financial Analyst at Intel Corporation where she performs financial analyses, provides deal evaluation support for business partnerships and M&A transactions, and recommendations for new products and manufacturing start-ups.

Educating Urban Youth to Succeed in Life. We Are the Change!

- **Amber Lee** - Amber Lee was is an Oakland native and product of Oakland Public Schools, raised by first-generation, immigrant, working class parents. It was in college at UC Berkeley, where she majored in Sociology and minored in Education, that she became impassioned by how the dynamics of race, ethnicity, class, and gender impact a person's access to, and quality of, education. Ms. Lee has worked the last decade as a social worker working with foster children and their families and brings this experience to our Board.
- **Lee Lancaster** – Lee Lancaster is currently a Juvenile Detention Counselor III and the lead counselor for Marin County Juvenile Hall. He completed Leadership Academy at Dominican University and serves on the Cultural Diversity Committee and the DMC (Disproportionate Minority Contact) with the Marin County Probation Dept. He served as the Community Coordinator program assistant at Ralph J. Bunch High School; founded a Youth Mentoring Program, and served as SB65 Outreach Consultant at Dewey High School. Mr. Lancaster holds a B.A. in Political Science from Cal State Hayward.
- **Kelvin McIver** - Mr. McIver is an Internal Auditor at Wells Fargo Bank and brings his expertise in financial modeling, auditing, and accounting to E.C. Reems Academy.
- **Saadiqah Raashid** – Saadiqah Raashid holds certification in kinesiology, phlebotomy, and massage therapy and will bring knowledge and community connections in the area of health and wellness to our Board.

School Site Leadership

The EC Reem's School Site Leadership team, provides critical input to the Principal and Chief Executive Officer around curriculum, instruction, and assessment. In addition, they serve as instructional leaders supporting their peers in their practice. The School Site Leadership Team is composed of Lead Team Coordinators and Data Team members. The Lead Team Coordinators primary responsibility is curriculum, ensuring alignment to standards and efficacy of practice. To support the school in its transition to the California Common Core Standards (CCCS), Lead Team Coordinators attended the Alameda County Office of Education Common Core Standards trainings in both English Language Arts and Math. The Data Team members' primary responsibility is to interpret assessment data and inform teachers in use for differentiated instruction. These leaders meet with their team members twice monthly and monitor grade level improvement.

A Focus on Continual Improvement

While E.C. Reems has met the minimum requirements for charter renewal as outlined above, it also recognizes the need for continued improvement to further elevate and accelerate academic achievement. When the school's API dipped in 2010 and again in 2012, we began an in depth analysis of our strengths, weaknesses, opportunities, and threats. As discussed above, a Data Team of teachers was formed and charged with overseeing our assessment practice: supporting in reliable implementation of assessments, careful analysis to identify strengths and weaknesses, action planning with teachers to address deficits, and active coaching in the area of differentiation. Lead Program Coordinators attended in depth training with ACOE to prepare them in leading the school's change to the Common Core standards. Finally, administrative capacity was added through the hiring of a new Principal.

Figure i.6 provides a detailed list of the identified strengths and steps for continual improvement identified within each of the high leverage areas. E.C. Reems Academy has implemented these

steps in the 2013-14 school year and is committed to continuing their implementation and further refinement in the next charter term.

Figure i.6 E.C. Reems Academy Strengths and Steps for Continual Improvement

	Strengths	Steps for Continual Improvement (currently in progress)
Academic Program	<ul style="list-style-type: none"> • Framework aligned to previous state standards to ensure students matriculated from one grade to the next with requisite knowledge and skills 	<ul style="list-style-type: none"> • Alignment of literacy and math curriculum to new California Common Core Standards (CCSS) • Review and revision of the curriculum map to ensure K-8 cohesion and alignment to CCCS and California State Standards (CSS) • Integration of proven and promising technologies to support student engagement, differentiation, and achievement • Professional Development for teachers in CCSS
Instructional Strategies	<ul style="list-style-type: none"> • <u>Utilization of High-Yield Instructional Strategies (inquiry Based Learning, Close Reading of Text, Explicit Teaching of Thinking Skills and a Mathematics-concept Rich education) to enhance student performance, engagement and enjoyment of the learning process.</u> • <u>Ongoing feedback and support for effective instruction at the Classroom, Grade, and School Faculty levels.</u> <ul style="list-style-type: none"> • Innovative teaching methods • Formal and informal observations of teaching practice, using a rubric aligned 	<p><u>Steps for Continual Improvement</u></p> <ul style="list-style-type: none"> • <u>Classroom and Grade Level Curriculum, Scope and Sequence, Lesson Plans and Assessments will be reviewed on a trimester and annual basis by School Leadership team to assess the implementation and effectiveness of High Yield Instructional Strategies.</u> • <u>Teachers will receive ongoing professional development training in the utilization of High-Yield Instructional Strategies that are based upon Marzano's Principles of Effective Teaching and the Danielson Framework for Teaching and Evaluation. Shift from teacher led methodologies to student engaged and lead learning model, utilizing Marzano's Instructional Strategies.</u>

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	<p>to seven effective teaching practices</p> <p>—</p> <p>Strengths</p> <ul style="list-style-type: none"> Utilization of High-Yield Instructional Strategies (inquiry Based Learning, Close-Reading of Text, Explicit Teaching of Thinking Skills and a Mathematics-concept Rich education) to enhance student performance, engagement and enjoyment of the learning process. Ongoing feedback and support for effective instruction at the Classroom, Grade, and School Faculty levels. 	<ul style="list-style-type: none"> Development of a shared understanding of effective instructional practice, utilizing the Danielson Model which expands upon our previous definition by addressing preparation and planning, classroom motivation and management skills, real-time assessment and differentiation, and a mindset of continual professional development. Increased observation and coaching on specific areas of effective instruction, utilizing Danielson Model Steps for Continual Improvement Classroom and Grade Level Curriculum, Scope and Sequence, Lesson Plans and Assessments will be reviewed on a trimester and annual basis by School Leadership team to assess the implementation and effectiveness of High Yield Instructional Strategies. <p>Teachers will receive ongoing professional development training in the utilization of High-Yield Instructional Strategies that are based upon Marzano's Principles of Effective Teaching and the Danielson Framework for Teaching and Evaluation.</p>
Assessment	<ul style="list-style-type: none"> Data-driven instruction in Primary grades (K-2) Data-driven instruction in Language Arts and Math. Individual and small group intervention, based on assessed needs Initial training in using online assessment tools to measure achievement and inform instruction (OARS, Accelerated Reader, and Accelerated Math) Family orientation dedicated to understanding assessment measures and facilitating reporting 	<ul style="list-style-type: none"> Consistency of data-driven instructional practices across grades and subjects, with a focus on increasing efficacy in 3rd - 8th grades and in Social Studies and Science Continued Professional Development in using online assessment data to inform instruction. Integration of performance-based assessments, in alignment with SBAC Development of teachers ability to make real time assessments of student learning to inform daily instruction Development of rubrics and online assessment tools, to enable students to monitor and assess their learning

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	<ul style="list-style-type: none"> • Student 	
Learning Environment	<ul style="list-style-type: none"> • Small class size • Safety • A student population that represents East Oakland 	<ul style="list-style-type: none"> • Single gender classes in the middle years, to address the emergence of male underperformance in these years • Continued partnership with local CBOs working to reduce violence in East Oakland
School Culture	<ul style="list-style-type: none"> • Formal and informal parent-teacher communication 	<ul style="list-style-type: none"> • Implementation of Effective Limit Setting protocol, by Robert McKenzie, in the classroom and across the school
Parental Involvement	<ul style="list-style-type: none"> • Frequent communication between teachers and parents • High levels of satisfaction with rigor, class size, teacher support, and learning environment • High level of volunteering among satisfied families 	<ul style="list-style-type: none"> • Reframing of the Parent Teacher Organization (PTO) to provide both parent education and engagement opportunities • Development of family learning experiences on campus, including a focus on reading to promote literacy and health and wellness to reduce illness that contributes to absentee rates • Online access to student grades and online communication between parent and teacher
Governance	<ul style="list-style-type: none"> • Recent board training 	<ul style="list-style-type: none"> • Continuing to strengthen understanding of Board responsibilities, as the Board is relatively young • Leveraging the strengths within Board members in supporting the school mission
Fiscal Accountability	<ul style="list-style-type: none"> • Balanced budget for Year 1, 2, and 3 of last charter term 	<ul style="list-style-type: none"> • Continue to increase enrollment • Reduce staff in order to maintain healthy student to staff ratio (too many staff were retained when enrollment declined) • Restore fund balance to the minimum 3% by the end of the 2014-15 school year, by keeping our annual surplus from operations at or around \$200,000 per year.

Criteria 2: An Effective and Viable Organization

Responsible Governance

E.C. Reems Academy has worked to recruit a Board of Trustees equipped with the knowledge and skills necessary to successfully take our school through its next charter term. While a relatively new board, the school believes it now has the right people in place to meet its mission. This Board has received training in their governance and fiduciary responsibilities, and will receive ongoing training to continue to support them in their roles as stewards of the school. Please see the list of Board members earlier in this section, for an overview of roles, responsibilities, and areas of expertise.

Fiscal Accountability

E.C. Reems Academy maintained a positive balance and strong fiscal health through the first three years of this charter term. Achievements include:

- A balanced budget-through year three.
- Increased reserves from the mandated 3% budget reserve to a 5% budget reserve contingency through year three.
- Annual audit reports that are free from significant findings, through year four.

The shift after year three was due to a drop in enrollment, as a result of a rift within the school community following the dismissal of a teacher. The school held on to its staff in hopes of increasing enrollment, but ultimately we were overstaffed for the enrollment we had resulting in a negative budget in year four and five of the charter and a significant finding in the year five audit. All of this happened at an already difficult time for independent charter schools, due to reduced funding and increased deferrals of payment for state dollars.

Recognizing this peril, E.C. Reems Academy secured a new back office financial services provider, Charter School Management Corporation (CSMC), to support it in analyzing its fiscal well-being and strategizing on how to reverse this course. CSMC along with the school Administrative Team are indeed turning the school and its finances around. Enrollment has stabilized and attendance rates are increasing, which have added to the fiscal health of the school. Additionally, staffing has been reduced to better reflect the current enrollment. At the current rate, the school back office and auditors have stated they feel confident that the school will be able to correct its fiscal accountability. The school should run a positive budget in the coming year and rebuild its 3% budget reserve in 2014-15, as demonstrated in our Five-Year Budget and Budget Narrative found in the Appendix of this charter.

Stable Leadership and Faculty

As discussed earlier, E.C. Reems Academy has benefited from the consistent leadership of Executive Director Lisa Blair since 2000. In addition, the stability of the teaching staff is a key aspect of student achievement. While E.C. Reems Academy experiences about a 30% turnover annually, it maintains a core group of teachers who have worked at the Charter School for six years or longer and provide a historical understanding of success at the Charter School. These teachers serve as Lead Team Coordinators and are responsible for three grade levels or six classes and serve as an adjunct to administration.

High Attendance & Enrollment

The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis. E.C. Reems Academy has maintained strong attendance rates over the past term of its charter, averaging 95.5 %, which is on par with the OUSD average. In the current year, with program improvements, better tracking systems and policies and procedures in place, we projecting an increase to a 96.5% ADA rate.

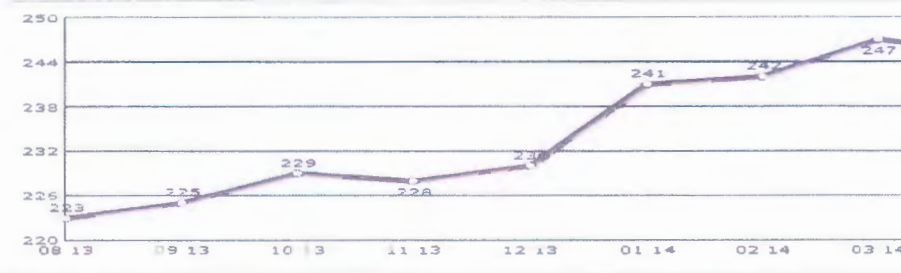
In addition to high attendance rates, E.C. Reems Academy maintained high enrollment in the first three years of its charter. While those numbers dipped after an internal rift in our community, they are beginning to climb back up again. For the current year, we have an enrollment of ~~233~~247 students and intend to grow this enrollment by 15% a year to reach capacity again of approximately 350 students in 2017-18. Over our longer history, we have consistently been able to maximize enrollment and expect to be able to do so again in the next charter term. Figure i.7 provides a breakdown of our enrollment numbers.

Figure i.7 E.C. Reems Enrollment Numbers

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Overall
2014	2223	2632	3130	2628	2122	1921	3335	3031	2527	233 247
2013	21	28	36	25	21	19	32	30	25	237
2012	38	42	32	37	40	35	46	49	40	359
2011	35	42	31	35	38	36	47	50	42	356
2010	32	37	36	38	35	34	38	42	41	334

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School Enrollment Trend



High Family Satisfaction

E.C. Reems Academy actively seeks parent input through a variety of channels including the parent committee, parent representatives on the Board of Directors, an annual parent survey,

and direct parent contact. In the 2014 Family Survey, E.C. Reems Academy earned high marks in areas directly correlated to the State Priorities:

- 85% to 90% of families agree or strongly agree that the school values their participation, stays in regular contact with them about their child's progress, and provides information in a way that is understandable and accessible.
- 84% to 87% of families agree or strongly agree that the school holds high expectations for their child and differentiates to support their child in meeting these expectations.
- 88% of families feel the school respects all cultures and diversity.

Based on these same surveys, E.C. Reems Academy will continue to develop to meet family needs in areas of family learning and wrap-around supports – providing volunteer training, health education, child development education, and community services. These are essential for the clients we serve and we are committed to providing these services in the next charter term.

Community Partnerships

E.C. Reems Academy began as an outgrowth of local partner Oakland Community Organizations ("OCO"), a coalition of churches and families that had successfully advocated for such things as speed bumps on busy residential streets and small class sizes in local public schools. It was a core group from OCO that were focused on education that developed the charter petitions for five small community schools, one of which was E.C. Reems Academy.

E.C. Reems Academy maintains this partnership with OCO and is committed to working with community-based organizations to maximize its offerings for students and their families. Current partners include but are not limited to:

- Oakland Community Organizations ("OCO")
- Youth Uprising
- LPS – Oakland R&D
- E.C. Reems Community Service, Women on the Move (Health and Employment Training Initiative)

School Environment

The E.C. Reems Academy campus is a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools. 75% of families feel that the campus itself is safe, and 76% feel it is a safe place to learn. E.C. Reems Academy will continue to improve these numbers, providing an oasis of safety within our community.

Criteria 3: Faithful to the Terms of the Charter

In accordance with its original charter, E.C. Reems Academy has provided a program that enhances the intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21st century. As will be evident in this charter, the school has stayed true to its mission, educational philosophy, instructional strategies, and organizational design principles. It has met the minimum requirements for renewal under state law and looks forward to accelerating student's achievement and strengthening its finances in the next charter term.

Criteria 4: A Reasonably Comprehensive Petition

As has been expressed in the Executive Summary, E.C. Reems has a comprehensive plan and petition to ensure that the school will be strong in its academics, finances, safety, and governance. It fully recognizes the challenges it has incurred in the past two years, and has the strength of the decade of experience prior to these challenges to help us see through these times. Further detail on this program, as well as all necessary assurances are found within A-P of our charter. These sections include but are not limited to details on:

- Educational Program
- Measurable Student Outcomes
- Methods Of Assessment
- Governance Structure
- Employee Qualifications
- Health And Safety Of Pupils And Staff
- Racial And Ethnic Balance
- Admissions Requirements
- Financial Audit
- Pupil Suspension And Expulsion
- Staff Retirement System
- Public School Attendance Alternatives
- Employee Return Rights
- Dispute Resolution
- ~~Exclusive Public School Employer~~ Labor Relations
- School Closure Procedures
- Budget and Financial Reporting
- Insurance
- Administrative Services
- Facilities
- Attendance Accounting
- Reporting
- Potential Civil Liability Effects

Conclusion

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The Board, staff, administration and parents of E.C. Reems Academy are proud of the progress the Charter School has made. This body is equally encouraged that the school will rise above the plateau it has experienced in the past two years. The school has survived the worst of times and is seeing an increase in academic results as well as fiscal stability. When district and state test scores dropped, those at E.C. Reems went up. The school met API and AYP goals, placing it in "Safe Harbor." And its students continue to complete the eighth grade with strong GPAs, which in turn support them in acquiring entrance to small charter high schools, larger district high schools, and private high schools (often with full scholarships).

Financially, the past two years have been difficult. The economic downswing impacted urban areas and created higher mobility than usual. Many parents left the state and northern California to live in areas with more jobs and lower costs of living. Deferred state funding also affected the

schools financial portfolio. However, the school has made the necessary adjustments to recover from its economic slump. The financial health of the school is improving and as indicated in the five year budget, will again be positioned to succeed in the long-term.

Our parents recognize the difficult times, but support the school as it rises above the plateau. Many of our former parents who have left the school are now in the process of returning, to bring back students who had transferred out or moved away, or to enroll younger siblings and children of our graduates. The primary reason they return is that their children received a strong educational base to succeed in life. Graduates of E.C. Reems Academy are also enrolling their kindergarteners because they recognize the school for its academic strengths. As a result, interest in E.C. Reems Academy is on the rise as parents and students again witness the resurgence. Our enrollment is increasing with plans to increase the number of classes per grade and introduce a T-Kindergarten.

Likewise, our staff is well poised to take on the work ahead and help E.C. Reems Academy continue its rise from the plateau. As stated earlier, teacher turnover has been low with an average tenure of six years. While we have seen teachers leave to advance in their career (i.e. serving as program coordinators, college instructors), we have maintained a solid core and added experience as we replace vacated positions. This team has both the experience and excitement to take E.C. Reems Academy into the era of Common Core Standards. In addition, with the retirement of our Vice Principal and one of our Office Administrators, we have been given the opportunity to restructure the school to provide for efficient and effective administration.

Finally, these changes take place as the state makes a significant transition into the Common Core standards. E.C. Reems Academy has been working diligently to prepare for this transition, and also appreciates the grace year it provides in terms of accountability as the school works to continue to raise achievement with its Safe Harbor status. E.C. Reems looks forward to the opportunity to demonstrate its student's growth when accountability measures are reinstated, under CalMAPP in its next charter term.

E.C. Reems Academy is a healthy member of the East Oakland community, supporting families, providing hope and educating are youth to succeed academically and socially in life. We are the change in the lives of many. Over 500 students have matriculated to high school and as the result of attending our school have are and have been successful in high school, graduating and entering college. We look forward to the opportunity to prepare another 500 students and more in the years to come, partnering with the district to help all of Oakland's students thrive.

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Element A: Educational Program

Education Code 47605(b)(5)(A)(i)-(ii)

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A

charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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Mission Statement

E.C. Reems Academy provides a student-centered curriculum that enhances intellectual development, leadership ability and technological fluency, to prepare and endow East Oakland youth with strategic advantages needed to participate in the 21st century.

Vision Statement

E.C. Reems Academy is recognized as a school that empowers local youth with the tools to academically succeed in life.

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Motto

"Educating Urban Youth to Succeed in Life. We are the Change."

Attendance

Students at E.C. Reems Academy attend school 8:00 am to 3:00 pm Monday, Tuesday, Thursday and Friday and 8:00 am to 2:00 pm on Wednesday. Students attend school 180 days per year, exceeding the required 175 days for charter schools. As such, E.C. Reems Academy exceeds the minimum number of annual instructional minutes outlined in Education Code 47612.5, which requires OP to offer each fiscal year, at a minimum, the following number of minutes of instruction:

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1. For students in Transitional Kindergarten and Kindergarten: 36,000 instructional minutes.
2. For students in 1st, 2nd, and 3rd Grade: 50,400 minutes.
3. For students in 4th and 8th Grade: 54,000 minutes.

In addition, E.C Reems Academy offers homework help from 3:00 to 4:00 pm daily (2:00 to 3:00 pm on Wednesdays) and an After School Program through ASES until 6:00 pm each day.

Target Pupil Population - Ethnicity and Grade Levels

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The primary focus of Ernestine C. Reems Academy of Technology & Arts is academic achievement in preparation for entrance into college, providing students with the skills needed to become an educated people in the 21st Century. While the Charter School is open to all students in the State of California as mandated in Education Code 47605(d)(2)(A)-(B), it has a historical focus of serving the students of East Oakland.

East Oakland is a community devastated by socioeconomic factors that undermine the ability of local youth to break free from the barriers that lead to an unhealthy adulthood. Educational opportunities are often considered a by-product of subculture survival. Ernestine C. Reems Academy of Technology & Arts offers a learning environment that invests in low teacher-pupil ratios, direct attention to individual pupil needs, identification of individual pupil learning styles, one-on-one support, real-world experiences and exposure, health education and support, parent training, social and psychological support for pupils and parents, teacher induction and retention

training to foster a better understanding of community dynamics that impact learning, and tools to reinforce and continue to engage teachers in an at-risk community, thus reducing teacher turnover and improving academic and social continuity. These factors contribute to increasing academic achievement, matriculation, and social development skills among a population noted for high dropout rates and low academic achievement, and statistics that support an increase in juvenile and adult incarceration and death rates. E. C. Reems Academy stands as a safe educational institution, in an otherwise violent community setting.

Currently, eighty percent of the pupils are African American and seventeen percent are Hispanic. While the Charter School's demographics mirror the neighborhood demographics, no ethnicity is discriminated against; all races and ethnicities are welcome to attend E.C. Reems Academy. The K-8 pupil population ranges between 250 to 354 students. The maximum number of students is confined by the size of the facility and does not allow for additional growth. As mandated in Education Code 47605(d)(2)(A)-(B), the Charter School will serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery will be held.

How Learning Best Occurs

As an extended elementary school, classes operate in self-contained environments, where pupils remain with their teacher during all core subject studies. Teachers and instructors other than the home grade teacher teach computer, art, music, and physical education courses.

Learning best occurs through project-based learning and scaffolding models that integrate reading and analysis as the foundational tools for learning. Further, small classroom populations, 20:1 grades K- 4, 25:1 grades 5- 8, provide a learning environment where the K-8 teacher can teach in whole groups or clusters while addressing and meeting each pupils academic and social needs; when grades 9-12 are added, it will have a pupil-teacher ratio of 25/27:1. All teaching methods will support multiple-intelligence learning styles producing individual and group work. Instructional strategies such as tactile/kinesthetic, clustering/mind-mapping techniques, peer editing/writing as process, and interdisciplinary curriculum planning will be used to empower pupils to become self-motivated, responsible learners.

Learning is enhanced through the development of character education building blocks and the Guiding Principles, borrowed from the Seven Principles of Kwanzaa, to train pupils in social skills development. These tools contribute to personal behavioral success and respect for process and procedures that support classroom management and hence increased levels of academic achievement.

What It Means to be an Educated Person in the 21st Century

Overview

The Charter School's goal is to enable pupils to become self-motivated, competent, lifelong learners.

The 21st century is a major departure from the 20th century. The industrial era required citizenry to learn to think logically and linearly. The 20th Century developed an educational framework that produced workers to support industrialization, i.e. production. The 21st century departs from this concept of educational framework. The citizenry no longer operates under the auspices of manufacturing assembly lines, or a system delivery that required employees to function using an assembly line thought process and mentality. The 21st century is systems-centered, where educated people must learn core and non-core subjects using 'think smart technology', while learning to predict situations and outcomes based on current information, i.e. educators must teach critical thinking skills.

Educated people must envision the big picture, thus enabling them to visualize system transitions, to not only forecast but also develop new protocols to support change, i.e. educators must teach systems thinking. The 21st century is a computer-oriented century, where nanotechnology is the wave of the future. Educated people must become knowledgeable about technology, its uses, and how to apply them at home, or work, i.e. educators must become a part of the technology revolution and teach, as well as use technology in the classroom. We are also becoming a sustainable environment whereby people must understand relationship issues regarding leadership, civic culture, behavior, personal finance, and ecology – the relationship between earth and man, i.e. educated people must be astute in subjects that foster sustainability and lifelong learning habits. Educated people must be global thinkers.

Living in a global environment requires a level of sensitivity and understanding of world cultures. Given that we are training future leaders, we strongly promote multiculturalism, integrating culture, ethnicity, art, and technology into the core subjects to provide an understanding and awareness of world cultures and how they interact on a global basis.

Academic achievement, social acuity, and civic responsibility are the major components needed to become an educated person in the 21st Century.

Standards

E.C. Reems Academy is committed to full alignment with the Common Core State Standards (CCSS) and the California State Standards (CSS) as the foundation of its educational model and approach to Instruction, Learning and Assessment. The following overarching goals for student proficiency, competency and mastery of the CCSS and CSS, clearly and concisely summarize the academic goals and expectations that E.C. Reems Academy has for its students, teachers, staff and community/family.

Academic Goals

- Students who are 21st century ready in English language arts will show a mastery of close-reading strategies and be critical readers, writers and speakers in an age of

information. They will do so with cogent reasoning and use of evidence that is essential to both private deliberations and responsible citizenship in a democratic republic.

- Students who are 21st century ready in mathematics will be capable problem solvers equipped with habits of mind that include the abilities to reason abstractly, apply mathematical understandings to new situations, use precise language, and construct viable arguments, as well as persevere in a variety of the mathematical activities.
- Students who are 21st century ready in science will extrapolate and apply scientific research and inquiry methods to use concepts native to biology, earth sciences, ecology, and physics to everyday life as a means of supporting higher learning strategies.
- Students who are 21st century ready in history and social studies will comprehend and demonstrate civic, historical, and geographical knowledge that produces an understanding of cultural dynamics, relationships, and global dependencies.
- Students who are 21st century ready in visual and performing arts will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.
- Students who are 21st century ready in physical education and health will have the concepts and skills to assess their physical well-being and engage in activities to support good health and recreation.
- Students who are 21st century ready in world languages will leave 8th grade with a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.
- Students who are 21st century ready technology will demonstrate an understanding of computer, and multimedia skills designed to support learning and will contribute to their ability to communicate ideas and thoughts using 21st century technology.

Social, Emotional and Behavioral Goals

- Students who are 21st century will develop the personal qualities necessary to support social development and enable them to participate in society as functioning adults, including character development, conflict resolution and mediation, citizenship and leadership skills, and service and stewardship skills development.
- Academically, pupils demonstrate study skills, critical thinking skills, planning skills, time management skills, and process skills that will underlie, and support academic achievement throughout their adult lives.

In addition to these content area goals for student achievement, the primary goals of the educational process and school environment of E.C. Reems Academy are to instill a love of reading and learning; stimulate a curiosity for knowledge; and develop the critical and creative thinking and problem-solving skills required of a life-long learner in the 21st century.

For the students (and families) that attend E.C. Reems Academy, these academic and developmental goals and outcomes must be pertinent and relevant to the conditions,

demographics, cultures, communities and histories of East Oakland and Bay Area. In addition to academic preparation, E.C. Reems Academy provides its students with life-skills and character development training, and community service opportunities, which prepare them to be self-directed learners and productive, informed and committed citizens.

Educational Model, Philosophy, and Approach to Education

The CCCSS and CSCP emphasize student mastery of in-depth, content-specific core knowledge, and the development of students' critical and creative thinking and problem-solving skills. To successfully meet these goals for students, E.C. Reems Academy employs a learning model rooted in the following practices:

- The implementation of Inquiry-based Instruction and Learning and High Yield Instructional Strategies (specifically Inquiry-based Instruction and Learning), will facilitate students developing and applying their content knowledge, higher order critical and creative thinking and problem-solving skills, to real-world situations.
- Data-Driven Improvements in Instruction, Learning and Assessment, utilizing data generated from ongoing Normative and Summative Testing, Student Work and Classroom Assessments will be used to assign students to Response To Intervention (RTI) Groups that receive Differentiated Instruction targeted at improving student proficiency and mastery of specific ELA/Math Content and Practice Standards.
- The Effective and Innovative Integration of Technology with Data-Driven and Inquiry-based Instruction, Learning and Assessment will be a primary focus of Teacher Professional Development, Support and Evaluation.
- Teachers, staff, students, parents and family members will receive ongoing training in the Effective Limit-Setting and Classroom Management strategies and practices.

Curriculum and Instruction Design

~~Overview~~

~~Our students enjoy motivating activities that are highly competitive. They enjoy any projects or programs whereby they compete against peers in their classes or school-wide.~~

~~"Read Between the Lines" was a very successful grade-level and school-wide academic competition that consistently promoted and demonstrated students achievement and engagement. As EC Reems Academy increasingly integrates hardware technology and instructional, learning and assessment software into the classroom, there are numerous educational websites that encourage student achievement through local, regional, national and international, grade-level and school-wide competitions. (SumDogs, Khan Academy, Vocabulary.com).~~

~~"Read Between the Lines" competitions will be replaced with EC Reems students/teams participating in a variety of on-line, and real life academic competitions, such as local,~~

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regional, national and international Spelling & Geography Bees, Math and Science Research Fairs, Oratory and Debate Competitions.

Many of the academic competitions and activities will be integrated into the After School programs. Participation in the Academic Competitions/Teams will be documented on an ongoing basis in the Student Portfolio.

School Faculty, Staff and Administration will engage, support and reward students' participation in academic competitions at monthly, trimester and graduation awards ceremonies.

At the beginning of each school year, and on annual/ trimester basis, students will receive normative and summative assessments aligned with California Common Core ELA and Math Content and Practice Standards. Utilizing the data generated by these standardized tests along with student work and classroom assessments, Grade Level teams will meet on an ongoing basis and identify students who are performing Below Grade Level Equivalency and Proficiency benchmarks in ELA and Math.

These students will be assigned to Response to Intervention Groups that will receive Differentiated Instruction, targeted at specific ELA and Math Content and Practice Standards. The primary goal of the RTI Differentiated Instruction Groups is to improve students' proficiency, competency and mastery of the ELA and Math Content and Practice Standards.

Curriculum and Instruction Design

Overview

A. Instruction, Learning and Assessment

1. EC Reems Academy utilizes the California Common Core State Content and Practice Standards (CCSS) as the foundation of its educational model and approach to Instruction, Learning and Assessment.

2. The following overarching goals for student proficiency, competency and mastery of the California Common Core State (CCSS) Content and Practice Standards, clearly and concisely summarize the academic goals and expectations that EC Reems Academy has for its students, teachers, staff and community/family:

a. "CCSS GOAL for ELA/Literacy Ready Student ...students who meet the standards will show a mastery of close-reading strategies and be critical readers, writers and speakers in an age of information. They will do so with "cogent reasoning and use of evidence that is essential to both private deliberations and responsible citizenship in a democratic republic."

b. "CCSS GOAL for Mathematics-Ready Student... 21st century mathematics-ready students will be capable problem solvers equipped with habits of mind that include the abilities to reason abstractly, apply mathematical understandings to new situations, use precise language, and construct viable arguments, as well as persevere in a variety of the mathematical activities."

c. In addition to these academic goals for student achievement, the primary goals of the educational process and school environment of E.C. Reems Academy are to instill a love of

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reading and learning; stimulate a curiosity for knowledge; and develop the critical and creative thinking and problem-solving skills required of a life-long learner in the 21st century.

d. For the students (and their families) that attend E.C. Reems Academy, these academic and developmental goals and outcomes must be pertinent and relevant to the conditions, demographics, cultures, communities and histories of East Oakland and Bay Area. In addition to academic preparation, E.C. Reems Academy provides its students with life-skills and character development training, and community service opportunities, that prepare them to be self-directed learners and productive, informed and committed citizens.

3. The CCCS ELA and Math Content and Practice Standards' emphasize student mastery of in-depth, content-specific core knowledge, and the development of students' critical and creative thinking and problem-solving skills.

a. The implementation of Inquiry-based Instruction and Learning and High Yield Instructional Strategies (specifically Inquiry-based Instruction and Learning), will facilitate students developing and applying their content knowledge, higher order critical and creative thinking and problem-solving skills, to real-world situations.

b. Data-Driven Improvements in Instruction, Learning and Assessment, utilizing data generated from ongoing Normative and Summative Testing, Student Work and Classroom Assessments will be used to assign students to Response To Intervention (RTI) Groups that receive Differentiated Instruction targeted at improving student proficiency and mastery of specific ELA/Math Content and Practice Standards.

c. The Effective and Innovative Integration of Technology with Data-Driven and Inquiry-based Instruction, Learning and Assessment will be a primary focus of Teacher Professional Development, Support and Evaluation.

d. Teachers, staff, students, parents and family members will receive ongoing training in the Effective Limit-Setting and Classroom Management strategies and practices.

B. Professional Development, Support and Evaluation

1. Creating and sustaining learning environments that facilitate this type of instruction and learning will require significant resources and changes in how teachers teach, how students learn, and how both processes are assessed with relevant data that is used to constantly improve Instruction, Learning and Assessment.

2. Professional Development for teachers and staff at EC Reems is based upon the Professional Learning Community (PLC) and Cycle of Inquiry models and practices.

a. Developing, supporting and sustaining a Professional Learning Community is critical to a school-wide implementation of the CCSS-based Educational Model. Teachers and Staff will be provided with PLC trainings and consultations on an ongoing basis.

b. Teachers will conduct weekly, monthly, trimester and annual Grade Level Team Meetings and All Faculty meetings, utilizing an ongoing, Professional Learning Community "Cycles of Inquiry" approach to identifying and resolving Grade-level and School-wide professional development challenges.

3. Teachers will be encouraged and supported in identifying, utilizing and sharing on-line, digital and other alternative educational resources with other members of the Professional Learning Community, especially those that are CCSS-based.

4. Teachers will also participate in ongoing professional development activities and trainings provided by:

Alameda County Department of Education,

East Bay Charter School Alliance,

Oakland Unified School District and other local School Districts

CalState Teach iSeminars on Digital Integration of Technology

Other local and regional resources for educational professional development.

EC Reems Educational Models

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1. Curriculum

Implementation of a California Common Core State Standards for English Language Arts and Math, Content and Practice Standards-based Curriculum Scope and Sequence, Lesson Plans, Academic Activities, Normative and Summative Assessments.

2. Instruction

A. Training and Implementation of High Yield Instructional Strategies

(Inquiry Learning, Close-Reading of Text, Explicit Instruction of Thinking Skills and Concepts-rich Mathematics Instruction)

B. Data-Driven Improvement in CCCSS-based Classroom Instruction, Learning and Assessment

C. Classroom Integration and Utilization of Technology

D. Differentiated Instruction and Learning for Response To Intervention Student Groups

E. Effective Limit-Setting and Classroom Management

3. Learning

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A. Inquiry-based Learning that is student-centered and student-directed,

project-based, focused on improving students' proficiency, competency and mastery of ELA and Mathematics core knowledge, and developing students' understanding and application of higher order critical and creative thinking and problem-solving skills that are focused on real-world situations.

B. Inquiry-based Learning that is authentic, engaging, challenging and rigorous, that facilitates the growth and development of students' study and learning skills and inspires them to be life-long learners

C. Classroom Integration and Utilization of Technology to improve students proficiency, competency and mastery of ELA and Math Content and Practice Standards, and to develop higher order critical and creative thinking skills.

D. Differentiated Instruction and Learning for Response to Intervention Student Groups

E. Effective Limit-Setting and Classroom Management

4. Student Assessment

A. CCCSS-based Normative and Summative Assessments for ELA and Mathematics

1. OARS, STAR, NWEA and SBAC CCSS-aligned testing, Accelerated Reader (AR), and Teacher/Site-generated Normative and Summative testing on weekly, monthly, trimester and annual basis.

B. Alternative Academic and Developmental Assessment Instruments

1. Ongoing Student, Teacher, Family development, discussion and evaluation of Student Performance, Progress, Promotion and Potential Portfolio (SP4), that contains examples of student academic activities, projects and classroom assessments that demonstrates improvement in proficiency and mastery of CCCSS ELA and Mathematics Content and Practice Standards, and document the growth, and development of higher order critical and creative thinking and problem-solving Skills.

C. On a weekly, monthly, trimester and annual basis, utilizing the Professional Learning Community Cycle of Inquiry model, Grade Level Teams, School Faculty and Leadership Team, will present and discuss the results of their efforts at utilizing student work, and classroom Normative and Summative assessments, to improve Instruction, Learning and Assessment.

5. Professional Development, Support and Evaluation

A. Implementation and facilitation of Professional Learning Community (PLC) model utilizing the "Cycle of Inquiry" Model and Practices in weekly, trimester and annual Faculty meetings to address Grade-Level and School-wide educational priorities and goals.

B. Training, Implementation and Evaluation of High Yield Instructional Strategies in all classrooms for ELA, Mathematics (and other core subjects)

i. Inquiry-based Instruction and Learning,

ii. Close Reading of Texts (particularly Informational Texts),

iii. Explicit Instruction of Thinking Skills

iv. Mathematics Concept-rich Instruction)

C. Ongoing Professional Development Training, Coaching and Evaluation on weekly, monthly, trimester and annual basis in the following priority areas:

i. Development and Utilization of CCCSS-based Normative and Summative Assessments (OARS/STAR/NWEA/SBAC) for Data Driven Improvement in Instruction, Learning and Assessment

ii. Mastering grade-level CCCSS ELA and Mathematics Content and Practice Standards and Core Content Knowledge

iii. Developing and assessing students' Higher Order Critical and Creative Thinking and Problem-Solving Skills, applied to real-world situations.

iv. Training and coaching in the effective and innovative Integration of Technology into Instruction, Learning and Assessment

v. Training and Coaching in developing, analyzing, presenting and discussing Student Performance, Progress, Promotion and Potential Portfolios (SP4)

vi. Effective Limit-Setting and Classroom Management

~~The scope and sequence of our instructional program is very comprehensive. It involves myriad components and strategies all working in tandem to meet the needs and learning styles of all of our students. This includes those that are achieving at, above and below grade level as well as English Learners and students with special needs.~~

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In this process, literacy is the common thread that weaves English language arts, math, algebra, social studies, science, technology, art and PE, all subject matter disciplines together. Our program is structured to enable students to achieve academically and become literate in all of these areas as they matriculate from elementary, middle, high school, college and throughout life.

The basic fundamental road map that guides our instructional program evolves from coordination of the CCSS and CSS. Inherent in this process is a rigorous, challenging program that encompasses a variety of interesting and creative activities, strategies and programs.

~~Differentiated instruction~~ is one of major strategies employed by our staff that facilitates and supports learning. Differentiated instruction allows the teacher to work individually with small groups throughout the day to address students' academic needs. This process allows the teacher to work at an accelerated rate for the high achievers and slow the instruction to a pace where the struggling students are comfortable and can understand the instruction using prior knowledge to connect the learning to real life situations. Teachers use the text pacing guides to insure acquisition of the CCSS and CSS by the close of the school year.

Listed below is another critical strategy that we subscribe to; it's known as the "Effective Teaching Model." Teachers are trained in using this model and it is the engine that drives our entire instructional program.

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~~Effective Teaching Model~~

~~Each component of the effective teaching model is interrelated and works in concert with the other. For activities to be effective and ensure that learning is taking place at least three to four of these steps must be followed. One component depends on the effectiveness of the previous one.~~

Step 1: State the Objective (Anticipatory Set)

~~This is an introduction to the activity and aims to tell the students what they're going to learn. Lay it out clearly so that students understand the purpose as well. Motivate students to get their attention at the beginning.~~

Step 2: Guided Practice (Teacher Directed Instruction)

~~The teacher guides the students through the activity asking questions, eliciting responses, using demonstrations, etc. During this stage, the teacher employs the following strategies:~~

Prior knowledge: (Connects the learning to real life experiences)

~~This strategy is especially important for struggling students. When students can connect the learning to real life experiences this supports and facilitates learning.~~

Modeling: (Demonstrations)

~~This is a critical part of the instructional process. This shows/helps students understand what to do and how to do it~~

Check for Understanding: (Assess the learning)

~~The teacher is assessing students understanding of what is being taught. This stage will determine if further instruction is needed. If some of the students understand what to do, let them practice the activity independently. This gives the teacher time to pull the other students that didn't understand aside and give additional differentiated instruction. It is this stage that will determine whether the students should move to the next step which is independent practice.~~

Step 3: Independent Practice (Seat work, test, written assignment, etc)

~~Please note that this step is not necessary for each activity. This step should only be done after the guided practice activity is understood. If, while checking for understanding, the teacher discovers that some of the students don't understand the assignment, they should pull these students aside and give additional instructions using different strategies if necessary. The students that understand what to do should be given the opportunity to practice. They should not have to wait until the other students catch up.~~

Step 4: Closure (Summarize the activity)

~~Always bring closure to all activities before transitioning to a new lesson or activity. This may be in the form of assessment of the activity, or next step in terms of what will happen next. Will the lesson warrant new strategies or can teacher move on to a new concept or skill? Don't just end or drop the activity without saying something about the next step.~~

Classroom Management

Quality teaching and classroom management go hand-in-hand. In a well-managed classroom, the teacher directs the instruction and students are engaged in the learning process. This type of classroom exhibits certain attributes that make it special. Parents will often request this type of class because they want their students to obtain the best education possible. This classroom is student-centered, organized and where high expectations rule. Everyone knows their role and it is this type of teaching and learning community that we are striving to build in all of our classrooms at E.C. Reems Academy.

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In an environment conducive to learning, effective strategies are modeled, students understand the assignments and achievement is usually high. Through our formal and informal classroom observations, evaluations and individual teacher meetings, we provide support for our teachers to ensure they have the capacity to manage their classrooms as described above. This process can take many forms including professional development, observing other teachers while at the same time building a professional and collegial relationship with a common goal of improving student achievement.

COMMON CORE STATE STANDARDS (CCSS) AND CALIFORNIA STATE STANDARDS (CSS)

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The CCSS and CSS form the basic framework and foundation from which the instructional program evolves.

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During this period of transition to CCSS and CSS-aligned curriculum, teaching, learning and assessment, the identification, selection, purchase and utilization of traditional instructional materials (particularly textbooks, workbooks, and classroom activities) is a fundamental challenge and opportunity for the EC Reems Administration and Faculty in the upcoming two years.

Choosing the appropriate textbooks and accompanying instructional materials that prepare students to perform well on the newly mandated Smarter Balanced (SBAC) computer-based, adaptive testing in ELA and Math beginning in 2015-16, will require significant analysis and discussion with Grade Level Teacher Teams, School Faculty and Administration during the current academic year and 2014-15.

Current ELA, Math, Science and Social Studies textbooks, workbooks and instructional materials which were CST-aligned, will be utilized during the 2014-16 transitional period, if the content knowledge is consistent with CCSS and CST standards.

During 2014-16, classroom teachers, grade level teams, school faculty and administration will identify and incorporate available (on-line) CCSS and CSS-aligned curriculum maps, scope and sequence, lesson plans, academic activities and assessments as the backbone of the educational program design.

In addition to the CCSS and CSS-aligned curriculum and instructional resources, EC Reems Faculty will utilize the on-line, individual and group instructional strategies that are components of the STAR and OARS summative and normative assessments programs that target and document student progress on specific ELA and Math standards.

In addition, EC Reems will receive ongoing training and support in the utilization of the DESCARTES Continuum of Learning system that is embedded in the NWEA Student Assessment system. The DESCARTES Continuum of Learning system is CCSS and CSS-aligned. Utilizing the instructional, learning and assessment resources incorporated in the DESCARTES Learning Continuum on a school-wide basis will provide an academic and administrative infrastructure that will provide a seamless educational experience to the EC Reems students and families. (The DESCARTES Learning Continuum provides on-line resources designed to engage the parents/families in the student's educational development).

EC Reems faculty, staff and administration will receive ongoing professional development, support and evaluation in the implementation and incorporation of instructional, learning and assessment capabilities and resources of the DESCARTES a Learning Continuum Resource into the students' educational experience.

ENGLISH LANGUAGE ARTS PROGRAM

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ENGLISH LANGUAGE ARTS PROGRAM

Implementation of a California Common Core State Standards-aligned ELA curriculum, scope and sequence, lesson plans, assessments, student academic activities and projects, is a primary focus for 2014-16. The primary components of the ELA Program are:

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1. Sustained Silent Reading (10-60 minutes/day depending on grade level)
2. Utilization of Accelerated Reader Program to monitor, assess and develop individual student's reading comprehension and enjoyment of diverse and complex texts, especially Informational Texts.
3. Vocabulary Development focused on students understanding and applying high frequency academic vocabulary words and key words related to ELA and Mathematics Content and Practice Standards.
4. Utilization of High Yield Instructional Strategies (Close Reading of Texts and Explicit Teaching of Thinking Skills) to develop students' vocabulary and higher order critical and creative thinking and problem solving skills.

5. Speech and Listening skills are essential to mastery of the California Common Core ELA Content and Practice Standards. At each grade level, students will be Explicitly Taught how to speak clearly, listen carefully, present and analyze different perspectives. Examples of student's proficiency and mastery of Speech and Listening Skills will be included in the Student Portfolio every trimester.

6. Utilization of OARS, STAR, NWEA and SBAC normative and summative testing data to identify and assign students performing Below Proficiency/Grade Level in ELA to Response To Intervention Groups that provide Differentiated Instruction targeted at improving student proficiency and competency in specific ELA Content and Practice Standards.

Literacy is the foundation of learning and as such, E.C. Reems Academy is dedicated to ensuring that all students are able to reach his/her maximum potential. This includes students at, ~~above~~ as well as below grade level. We have a mechanism in place for identifying students who are experiencing difficulty socially as well as academically. This process includes scheduling a meeting of all stakeholders, the parent and staff to develop a plan for support and monitoring student progress.

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Ninety minutes are allocated daily for reading instruction for students in grades kindergarten through 8th grade. This time is sacred and not to be interrupted.

Comprehension is a challenge for these students because for the most part, they tend to be word-by-word slow readers. They also have problems recognizing and decoding unfamiliar words and a bad habit of ignoring punctuation marks thus distorting the meaning of what they're attempting to read.

Our Formula for correcting this problem:

Initially, we are not concerned with the student's comprehension because that will come later when the fluency and other phonetic problems have been corrected. For these students, we place emphasis on implementing lots of practice in oral reading, phonemic awareness, and other phonics skills, which will enable students to learn to use these skills to decode unfamiliar words.

Next, we add sentences with questions and explanation marks so that they learn to read with expression and intonation as well. This process is corrected over time with consistency and practice. Comprehension usually evolves from this strategy.

Prior to the beginning of every new school year in August, we review our state and internal test results and identify all of the students reading below grade level. Classroom teachers also assess these students in reading/language arts and math at the beginning of school. They then use these results to plan instruction and form differentiated reading and math groups in the classroom. Teachers use prior knowledge as a key element when teaching struggling students. This helps to connect the learning to real life experiences that they can draw upon to retain curriculum content.

They also receive cross-age tutoring, peer tutoring, buddy reading, and technological support and participate in the afterschool tutoring program. Parents are also required to read to their children at night and sign a reading log.

Reading Clinic Participation:

At the beginning of the year, students identified as **below basic and far below basic** are eligible to receive over and above reading instruction in the Reading Clinic. Two retired reading specialists work with these students in their areas of need based on state test results, as well as various assessments administered in the lab.

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Students are expected to learn and be able to (1) transfer word knowledge and sound spelling skills to the reading text, (2) read fluently, (3) read both narrative and expository materials at grade level, (4) read expressively and comprehend what they read, (5) and also learn to coordinate reading comprehension, vocabulary and other skills to test taking strategies.

Activities That Work Well

Daily practice of the sound spelling cards. Read short stories and identify the main idea, inferences, details and other comprehension strategies. Utilize mispronounced words from the text being read to teach syllabication skills for reading multi-syllabic words. Understand word knowledge and oral reading practice relative to questioning and discussions. Read stories to lower grade students.

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Assessment

We use formative and summative assessments. The pre- and post- Reading Level Indicator Assessment Informal reading inventory is administered to all Reading Clinic students. Other methods of assessments include: informal observations, monthly written tests for word knowledge and comprehension as well as quarterly fluency tests. Additionally, students take a 6-week test on content taught in the clinic.

Accelerated high achieving students who scored Advanced and Proficient on the state test are allowed to soar to their highest potential. Instructions for these students are geared toward Marzano's strategies in terms of accelerating the content "into, through and beyond" the text. They are also looped up to a higher grade for reading and math instruction while maintaining subject matter content in their regular classrooms.

These students have the capacity and are able to (1) read myriad novels including the "classics," (2) write and complete research reports, (3) participate in project-based learning activities and in higher level thinking curriculum skills in the technology lab. Due to their qualifications, these students are eligible to receive scholarships to some of the private schools in the area. ~~Additionally, they visit the local college campuses and many of them are selected to attend math and science classes at UC Berkeley during the summer.~~

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The California English Language Development Test (CELDT) is required by the state to be administered to students who speak a language other than English. This test evaluates the students listening, reading, speaking and writing skills in English. While most of our students are fluent in English, those that need extra support receive it in the reading clinic, through one-on-one tutoring, and by participating in a technology program titled "Open Book."

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Teachers in grades kindergarten through fourth use the "Open Court" textbooks. This program is known for its strong emphasis on phonemic awareness, decoding skills, vocabulary development, fluency rates, recognition of high frequency words and comprehension

development. These skills are well documented in the CCSS and inclusive in the classroom instructional program.

The middle school teachers use the Holt Literature Language Arts program. This is a big change from the remedial High Point Program used when the school first opened. This program is more challenging and culturally diverse. It enables students to function academically at a higher level of instruction that incorporates critical thinking skills in various genres that include narrative and informational text as well a strong emphasis on comprehension.

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What (K-8 grades) teachers expect their students to learn

Students are expected to read at grade level, be equipped with the tools to decode unknown words, enhance and augment their vocabulary, read grade level material fluently, with expression, intonation, and be able to comprehend what they have read. This may include grade level textbooks, passages from the test preparation booklets, signs, newspapers, novels, and other supplemental materials.

Strategies that are working well

Basic instructional items such as hands-on activities, any competitive curriculum activities, partner and buddy reading, reading games, role-playing, prior knowledge experiences, field trips and other pedagogical techniques that have proven successful relative to our reading program.

How activities are assessed

Reading progress is assessed individually and by the whole class. Teachers use a variety of inventories including informal and formal tests, running records, weekly, monthly and quarterly benchmark assessments, reports and projects based on various criteria. They also employ cumulative, diagnostic, teacher made tests, miscue analysis and observations as fundamental tools.

MATHEMATICS

MATHEMATICS

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1. Implementation of a California Common Core Standards-aligned Mathematics curriculum, scope and sequence, lesson plans, student academic activities and projects, classroom evaluations, normative and summative testing is a primary focus for 2014-16.

2. During this transition period to Common Core, faculty will utilize existing textbooks, workbooks and instructional materials that were aligned to previous Math standards and are consistent with CCSS Mathematics Content and Practice Standards.

3. Teachers, Grade level Teams, School Faculty and Leadership Team will identify and select California State Standards-aligned textbooks, workbooks, instructional and assessment materials and resources as they become available in 2014-16.

4. School faculty will identify, utilize and share on-line resources from Alameda County and California Department of Education websites, and other available Mathematics educational resources, particularly those that are Inquiry Learning-based.

5. School faculty will utilize educational resources and links available with OARS, STAR and NWEA testing website to supplement and enrich Mathematics instruction.

6. School faculty will utilize High Yield Instructional Strategies (Explicit Teaching of Thinking Skills and providing Concepts-Rich Mathematical Instruction) that emphasizes students' mastery of Core Knowledge and the application of mathematical skills and concepts to problem-solving real world situations.

7. Students will take OARS normative tests on a biweekly basis, STAR summative tests on a monthly basis, NWEA on a trimester basis and SBAC testing on an annual basis in Mathematics.

8. Teachers and Grade level Teams will meet on a weekly/monthly/trimester basis to analyze and utilize OARS, STAR, NWEA and SBAC normative and summative testing data to identify and assign students performing at Below Proficiency/Grade Level in ELA to Response To Intervention (RTI) Groups that provide Differentiated Instruction targeted at improving student proficiency and competency in specific ELA Content and Practice Standards.

WRITING: (Expository Paragraphs)

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The writing project at E.C. Rooms Academy is designed to address the major concern that (1) most of our students were unable to write a simple cohesive sentence, and (2) they were unfamiliar with a formal writing structure and for the most part, had not been exposed to or had access to a consistent writing process.

The first step in this process was to train the teachers. One of the following four steps was taught at each staff training session. As teachers learned each of the writing steps, they went back to their class and taught the step to their students. The students then practiced each step using their individually selected topic. All students had a writing folder so that their writing progress could be monitored and assessed over a period of time.

Step One: Brainstorm (Prewriting stage). Students select a familiar topic and brainstorm at least twenty to thirty words, categorize the words, and make a list. The listed words are subsequently infused into details for the paragraph.

Step Two: Topic sentence. This sentence states the main idea of the paragraph. The key word in this sentence tells the reader what the rest of the paragraph is going to be about. This is the most challenging part of the writing process.

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Step Three: Supporting details help to clarify the topic sentence by providing specific details using words from the brainstorm list. Students apply transitional words to help show the relationship between details.

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Step Four: Concluding sentence ties all sentences together.

Writing is the corner stone of all language arts skills. You might say that learning to write is like learning to bake. The outcome of writing an effective expository paragraph is synonymous with the outcome of baking a cake. All ingredients/skills must be inclusive and applied well.

The ingredients for the writing process consist of ~~spelling, grammar, mechanics, parts of speech, fluency, reading, etc.~~ These skills need to be applied to the writing process however, if they are taught in isolation, students view them as a separate entity and fail to see how they are connected to writing a paragraph or essay. A good example is spelling. Students don't seem to understand how spelling is connected to the writing process. They tend to think of spelling as memorizing a given number of words for the weekly test, only to forget them after the test. Spelling is critical to writing and equally as important as the other language arts skills.

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The writing process is one of the most challenging of all language arts skills to teach. It is time consuming and takes nearly the entire school year to achieve positive results. This process has to be coordinated with lots of practice, editing, revising and rewriting, etc. Communication skills are critical life long skills. Moreover, students will need these key skills in high school, college and especially for future employment opportunities.

Acquiring effective writing skills will benefit students now as well as support their future endeavors! As a result of this staff training and student participation, our school produced two bound anthology books of student's writing.

Writing expectations and activities that work well

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Since we want our school to be the premier school for student's writing, we place strong emphasis on teaching writing skills. To enhance student's writing skills, they practice paragraph writing on a daily basis. Students participate in expository, narrative and other genres of writing as listed below:

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Activities that Work Well

Activities that we believe support student in writing include:

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- journal writing in which the students write stories using the sequence of events including first, next, then and last
- drawing pictures to represent words in the kindergarten and the lower grades
- using sentence expansion on a daily basis to enhance writing and make sentences more interesting
- writing a cohesive paragraph, underlining the key word in the main topic sentence
- writing for a specific purpose by using multiple paragraphs, sentence variety and voice to meet the needs of an audience using different voices
- editing writing using the proofreader's checklist both individually and in peer editing groups

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- using text and supplementary material to reinforce grammar, mechanics and conventions.

~~HISTORY and SOCIAL STUDIES~~

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SCIENCE AND SOCIAL STUDIES

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Science and Social Studies are considered Core Subjects that must be taught in conjunction with English Language Arts and Mathematics, for which there are established California Common Core State Standards.

During the transition period (2014-16), while Common Core Content and Practice Standards for Science and Social Studies are being developed and approved, EC Reems will utilize existing textbooks, workbooks, instructional materials and assessments that are aligned with current California Content Standards. During 2014-16, classroom teachers, grade level teams, school faculty and administration will identify, select and begin using (as available) textbooks and instructional materials that are California State Standards-aligned and incorporate them into their classroom instruction, assessment, student learning, activities and projects.

School faculty will identify, utilize and share on-line educational resources related to Science and Social Studies Content, particularly those available with the NWEA, OAR, STAR testing systems and from the Alameda County and California Departments of Education extensive websites.

Classroom Teachers, Grade level Teams, School Faculty will develop lesson plans, individual and group projects and academic activities that integrate grade-level Science and Social Studies Content knowledge and standards with relevant ELA and Mathematics Content and Practice Standards.

As a High Yield Instructional Strategy, Inquiry-based Learning requires cross-disciplinary, student-centered, project-based learning that develops the students' critical and creative thinking and problem -solving skills, and emphasizes the application of skills to real-world situations and "authentic questions" that are of interest and relevant to the students.

Student Portfolios will contain student work, projects and assessments that demonstrate the student's proficiency and mastery of ELA, Mathematics, Science and Social Studies Content and Practice Standards, and ongoing development of higher order critical and creative thinking and problem-solving skills.

Kindergarten through 5th grade use the Houghton Mifflin textbook series and the middle grades use McDougall Little Social Studies textbooks. These books correlate to the current CSS. As the state moves forward with adoption of Common Core State Standards in History and Social Studies, E.C. Reems Academy will review these resources and make adjustments necessary to ensure continued alignment to the state adopted standards. They also use a variety of novels, CDs and other technological supplementary materials to enhance and augment the program. Our social studies program range from a curriculum that discusses self, communities, cultures to cities, countries the nation and the world.

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What teachers expect their students to learn

Community building understands that history happens on a daily basis, the concept of past and present, and how things change as well as responsibility including fair play, good sportsmanship and respect the rights and opinions of others. Understand that while their world starts in Oakland there is a larger world beyond. Students will be able to read maps of the US and the world. Middle school students will understand the six themes of history, government, current events and the continents, etc.

Activities that work well

Hands-on activities using the globe and maps to find and identify places in the states and world, starting each chapter with a story that integrates the reading and writing, projects, timelines, collages based on material covered in class, current events in the weekly reader, games, etc. Students also participate in organized field trips that provide practical application to the content studied in their History/Social Studies curriculum.

How are activities assessed

Activities are assessed through hands on activities, discussions, student participation, portfolios and a series of paper/pencil and other tests.

~~SCIENCE~~

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Kindergarten through 5th grades uses the Harcourt Series and the middle grades use Pearson Prentice Hall textbooks e.g., 6th-grade Earth Science, 7th-grade Life Science and 8th Physical Science. Our Science books correlate to the current CSS in Science. As the state moves forward with adoption of Common Core State Standards and Next Generation Science Standards in Science, E.C. Reems Academy will review these resources and make adjustments necessary to ensure continued alignment to the state adopted standards. Teachers also use a variety of supplementary hands-on materials to enhance and augment the science program. Each year, our students participate in a school wide Science Fair whereby students develop experiments from the science curriculum content taught in their classrooms.

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Teachers expect their students to learn:

The life cycle of plants and animals, the five senses, as well as understand that materials come in solids and liquids, study, describe and observe the weather. Students are also expected to ask questions and investigate to find answers. Students will learn to transfer scientific knowledge and apply to real life situations, understand that science is everywhere and foster curiosity and conduct scientific inquiry.

Activities that work well:

Visits to the pumpkin patch and carving the pumpkin, hatching butterflies, hands-on investigations and writing activities to summarize and tie together the concepts, incorporating technology and art, planting a vegetable garden and learning to cook healthy meals using the vegetables from the garden. Students also participate in organized field trips that provide practical application to the content studied in their science curriculum.

Assessment of science activities

Formal and informal observations, various forms of assessments including biweekly and end of the chapter tests, essay questions, science fair projects, and student participation.

~~TECHNOLOGY~~

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~~Technology is viewed as part of the curriculum, curriculum support, and as a resource tool to students. Through the use of technology students become active learners, applying authentic, real world context to learning.~~

What teacher expects the students to learn

~~The student is expected to become an active participant in their own learning by linking concepts, skill elements, and experiences; identify patterns and connections; enhance experiential learning through inquiry and information processing, and develop critical thinking skills.~~

~~Computer technology begins in kindergarten and students are taught to use the keyboard, write simple words, read words, and identify characters. They also learn to use the software programs Word and PowerPoint and to drop in pictures and clip. Technology is viewed as part of the curriculum, curriculum support, and as a resource tool to students. Through the use of technology students become active learners, applying authentic, real world context to learning.~~

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What teacher expects the students to learn

~~The student is expected to become an active participant in their own learning by linking concepts, skill elements, and experiences; identify patterns and connections; enhance experiential learning through inquiry and information processing, and develop critical thinking skills.~~

~~art. Each year students become more proficient in the Office Suite of software products, research, report writing, developing web pages, blogging, creating newsletters, and developing games. Computer technology places the student at the center of their own learning. Computer technology shifts the definition of 'knowing' from being able to stock information and repeat it to being able to critically make use of it.~~

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Activities that work well:

- ~~✓ Students begin the day discussing culturally relevant information.~~
- ~~✓ Students work individually and in groups.~~
- ~~✓ Students work on projects that integrate grade level information, Microsoft Office tools, research and production.~~

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~~Currently, E.C. Reems Academy administration, classrooms, support staff and parents have access to computers and other supportive technology during traditional school hours in classrooms, computer labs, and the Library Media Center, which is currently in development. Student access during non-traditional hours, through our afterschool program is also available. All classrooms have access to individual digital projectors, DVD players, television and multi-media computers with internet access and share the use of scanners, digital cameras, color printers, and networked software.~~

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~~The technology class that provides lab access to each K-8 student for one hour once a week on 1:1 basis. There are twenty-eight Mac computers in the Computer Lab and a rack of 26 computer laptops for Middle School use. The Middle school students have access to twenty-six~~

~~laptops for shared use, providing a 1:1 computer access and use by students. Students in math also use the laptops in our advanced classes on 1:1 basis. Teachers may bring their classes to the technology class/lab to work on assignments, or to give specific instructions on a specific assignment with prior arrangement in addition to their weekly scheduled time. Students have access to technology class/lab for after school usage during designated lab hours of 3 to 4 PM to work on assignments.~~

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~~English learners who have been identified as needing supplemental support have access to the technology class/lab twice per week. All teachers and staff can access their school web pages via any web browser. Teachers and staff can access their personal files and their student files from any computer on the network via the server. Students learn basic computer skills like using hardware and peripherals, word processing, spreadsheets, desktop publishing, Internet browser, and presentation software. Students use these skills throughout the curriculum to research, design, and publish documents and to prepare presentations that demonstrate clear questioning and creative research strategies. Students also develop computer skills in the context of teaching the core curriculum through curriculum integration of technology. All teachers are expected to access their email daily and use the student data management software Powerschool, to manage student data. Teachers also utilize a variety of on line discovery vignettes and programs, including The Discovery Education On line Program to augment instruction and productivity software such as word processing, spreadsheets, and presentation software to write essays, papers and other products.~~

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~~The administrative staff currently uses Powerschool Software as a data management tool to develop, maintain, and track student files.~~

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Summary of Technology Resources for E. C. Reems

- ~~All instructional areas are connected to the Internet via cable~~
- ~~Wireless school campus~~
- ~~Technology Classroom/lab with twenty eight student computers and one instructional desktop~~
- ~~Twenty one classrooms with digital projectors and one instructional computer~~
- ~~Twenty classrooms with DVD players~~
- ~~Twenty five laptops for middle school use in core curriculum and for advanced math students~~
- ~~All computers are networked to three printers for student and teacher use~~
- ~~All administrative staff has one lap-top~~
- ~~All support staff e.g. Reading specialist, Math Specialist and Counselors have access to shared laptop per program~~
- ~~A student to computer ratio of 1:1~~
- ~~Before and after school access to the computer lab for teachers and their students~~
- ~~School website online, and content webpages of all teachers~~
- ~~Data management software for all teachers~~
- ~~Access for all students and teachers to word processing, data collection and presentation software.~~

PHYSICAL EDUCATION and HEALTH

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PHYSICAL EDUCATION AND HEALTH SCIENCES

Our PE program correlates to the current CSS in Physical Education and Health. As the state moves forward with adoption of Common Core State Standards in History and Social Studies, E.C. Reems Academy will review these resources and make adjustments necessary to ensure continued alignment to the state adopted standards. It serves students in kindergarten through 8th grade. Our 5th and 7th grade students participate in activities that will prepare them to pass the annual state required physical fitness test. The data from this test is sent to the state in March of each year.

What teacher expects the students to learn

In addition to the content of the CSS, students will develop a sense of overall health, knowledge and awareness of their bodies, the importance of stretching and how to become healthier both physically and mentally. Additionally, they will develop a sense of community and teamwork. Students will participate in games that increase their cardio activity to increase stamina, build confidence, and encourage participation.

Activities that work well

A daily stretch routine combined with a pledge at the beginning of class; use of competition to add to intensity and motivation; development of a sense of teamwork that encourages students to work with others they do not normally interact with; use of different kinds of games i.e., football, basketball and volleyball. In addition, students participate in competitive races and a double-dutch contest.

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VISUAL AND PERFORMING ARTS

VISUAL and PERFORMING ARTS

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The Visual and Performing Arts instructional courses, student activities and projects will have Curriculum Maps, Scope and Sequence, Lesson Plans and Assessments that are aligned with the California Department of Education Visual and Performing Arts Content Standards.

Offering a full range of courses and opportunities for students in the Visual and Performing Arts will require significant increases in funding, staffing, resources and teaching expertise. Identifying and supporting qualified and innovative Visual and Performing Arts instructors and staff that are experienced with incorporating California Visual and Performing Arts Content Standards, and integrating technology, will be a major priority of the School Administration.

Due to funding, staffing, resource and facility constraints, Visual and Performing Arts courses and activities will be offered during the regular school day and the After School Program.

School administration and the Board of Directors are actively pursuing funding to expand the Performing Arts Department with support from the extensive Bay Area/East Oakland Performing Arts community.

It is anticipated that the creation and expansion of a rigorous and innovative Performing Arts program will increase parent, family and school community engagement in the students' educational experiences and development.

Our art program evolves from the content embedded in the current CSS for Visual and Performing Arts. As the state moves forward with adoption of Common Core State Standards in Visual and Performing Arts, E.C. Reems Academy will review these resources and make adjustments necessary to ensure continued alignment to the state adopted standards. It continues to be a major part of the foci of our school. Our goal is to support students in their effort to understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic values, connections, relationships and applications. Additionally, we want our students to understand that artistic ability may be infused in many other professional careers e.g., architectural and interior design, pottery, quilts, painting as well as past and present works of art.

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Activities that work well

- ✓ The class begins with a meditation exercise designed to center the students and move them into a right brain environment.
- ✓ Students describe and analyze the elements of art.
- ✓ Mixing primary colors to create secondary colors as well as demonstrate how colors create mood and personality within a picture.
- ✓ Making free hand sketches.
- ✓ Using lines to create depth in their pictures.
- ✓ Discuss various artists past and present.
- ✓ Compare and contrast their works of art.
- ✓ Use sculptural material such as clay or paper to create form and texture.

Assessment

Formal and informal observations relative to written tests and grade level art projects.

SPEAKING

We want our students to be able to speak confidently before an audience of their peers and others. We want them to be able to do the following:

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- Give oral reports
- Memorize and recite grade level appropriate poetry and famous speeches
- Share stories in front of class
- Partner read

- Participate in book clubs, literature circles, debates, trials, various class and school-wide activities and in front of different audiences
- Retell and explain stories
- Author's Chair activity
- Answer questions using who, what, where, when, and why

To enhance student's speaking ability, and address the CCSS relative to speaking skills, students participated in the following scheduled assembly programs throughout the year:

- ✓ Martin Luther King
- ✓ Thanksgiving
- ✓ Black History
- ✓ Cesar Chavez
- ✓ Winter Holiday
- ✓ Music Conductor
- ✓ Awards Assemblies and others.

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OPEN BOOK PHONICS & READING PROGRAM

Open Book is an on-line reading and comprehension program designed to teach slower learners and second language learners how to read. It is a self-paced computer program that increases fluency, and comprehension. The program supports learning at any age or grade. It is available to students in English and Spanish, though our students (all English-speakers) use the English version.

Summary of Instructional Strategies

The following is the list of the effective techniques implemented by staff to foster student achievement at E.C. Reems Academy. These techniques will continue to be implemented school-wide.

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Assessments	Annually teachers conduct a battery of academic summative and formative assessments to determine individual student levels of knowledge and develop individual student profiles to better monitor academic success on a regular basis. The profile is used as an instructional blueprint. The blueprint is supported through monthly reviews and progress reports.
Progress Reports	The Progress Report is a month to month system designed to track student development. Teachers produce monthly progress reports designed to keep parents abreast of their child's academic development and whether they are at grade level. If the student is below grade level in a subject the report indicates interventions, if above grade level, methods of advanced engagement.
Looping High Achievers	Students who are above grade level in a subject area are looped to the next grade level for instruction to more fully engage the student at their academic level versus their grade level. High achievers are looped to the next grade level, but are responsible for work at grade level and the looped level.
Tutoring	Peer, cross age, before and after school tutoring. Buddy reading was also an effective tool.
Differentiated Instruction	Differentiated instruction is a new instructional tool and is being integrated into our instructional strategies. Previously teachers divided students into learning groups but did not necessarily incorporate critical thinking skills to drill down

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	and elucidate inferential knowledge. This is done during Language Arts and Mathematics instructional periods in individual classrooms. Grade-level teachers work together, usually one teacher instructing the struggling and low performing students and the other teacher instructing the grade level and middle group. (There are two teachers per grade level, grades Kindergarten through eighth.
Test Preparation	There was a tremendous school-wide emphasis on test-taking strategies with a focus on comprehension. A variety of commercial and other test formatted materials were also provided to teachers.
Reading and Mathematics School-wide Competitive Programs	Very successful motivational school-wide programs have been designed by the Principal, not only to make learning fun, but to improve reading, language arts and mathematics skills in a contest competitive format. Grade levels compete against each other. Trophies, prizes and other incentives are given to the classes achieving 100% on the various written tests. These programs enhance and support the regular reading and mathematics curriculum.
Read Between the Lines & Math Between the Lines	These strategies were designed to support various learning styles and assists students in becoming more proficient in reading and mathematics comprehension skills.
Mathematick	A pull out program for students in grades 4-8. This program involves students memorizing 100 addition, subtraction and multiplication basic math facts. The purpose of Mathematick is to motivate students to learn the basic math facts to increase their pace and support higher level skills and concepts.

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Test Rally	An upbeat assembly designed to motivate and build student confidence just prior to taking the state tests.
Pull-Out Instruction	This Gap program is designed for struggling and low performing students to improve their reading and mathematics skills.
Weekly Professional Development	This staff training addresses student and teacher needs, as well as teacher requests, e.g. Teaching Expository writing to students in preparation for the state required 4th and 7th grade writing tests, Harcourt Math, Differentiated instruction, integrating comprehension and test taking strategies.

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Professional Development, Support and Evaluation

Creating and sustaining learning environments that facilitate this type of instruction and learning will require significant resources and changes in how teachers teach, how students learn, and how both processes are assessed with relevant data that is used to constantly improve instruction, learning and assessment.

Professional Learning Community Model

Professional Development for teachers and staff at E.C. Reems is based upon the Professional Learning Community (PLC) and Cycle of Inquiry models and practices. Developing, supporting and sustaining a Professional Learning Community is critical to a school-wide implementation of the CCSS-based Educational Model. Teachers and Staff will be provided with PLC trainings and consultations on an ongoing basis.

Teachers will conduct weekly, monthly, trimester and annual Grade Level Team Meetings and All Faculty meetings, utilizing an ongoing, Professional Learning Community "Cycles of Inquiry" approach to identifying and resolving Grade-level and School-wide professional development challenges. Teachers will be encouraged and supported in identifying, utilizing and sharing on-line, digital and other alternative educational resources with other members of the Professional Learning Community, especially those that are CCSS-based.

Areas of Focus

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Ongoing Professional Development Training, Coaching and Evaluation on weekly, monthly, trimester and annual basis in the following priority areas:

- **High-Yield Instructional Strategies** - Training, Implementation and Evaluation of High Yield Instructional Strategies in all classrooms for ELA, Mathematics (and other core subjects), including:
 - Inquiry-based Instruction and Learning,
 - Close Reading of Texts (particularly Informational Texts),
 - Explicit Instruction of Thinking Skills
 - Mathematics Concept-rich Instruction
- **CCCSS ELA and Mathematics**
 - Mastering grade-level CCCSS ELA and Mathematics Content and Practice Standards and Core Content Knowledge
 - Development and Utilization of CCCSS-based Normative and Summative Assessments (OARS/STAR/NWEA/SBAC/) for Data Driven Improvement in Instruction, Learning and Assessment
- **Higher-Order Thinking Skills** – How to develop and assess students' Higher Order Critical and Creative Thinking and Problem-Solving Skills, applied to real-world situations.
- **Technology** - Training and coaching in the effective and innovative Integration of Technology into Instruction, Learning and Assessment

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- **SP4 - Training and Coaching in developing, analyzing, presenting and discussing Student Performance, Progress, Promotion and Potential Portfolios (SP4)**
- **Effective Limit-Setting and Classroom Management**

External Training Partners

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In addition to Professional Development and PLCs held on site, teachers will also participate in ongoing professional development activities and trainings that support our initiatives provided by:

- Alameda County Department of Education,
- East Bay Charter School Alliance,
- Oakland Unified School District and other local School Districts
- CalState Teach iSeminars on Digital Integration of Technology
- Other local and regional resources for educational professional development.

Student Assessment

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E.C. Reems Academy will utilize CCSS and CCS-based Normative and Summative Assessments to monitor student learning. Current assessment tools used include but are not limited to: CalMAPP testing, OARS, NWEA, Accelerated Reader (AR), and Teacher/Site-generated Normative and Summative testing. These are utilized on a weekly, monthly, trimester and/or annual basis. On a weekly, monthly, trimester and annual basis, utilizing the Professional Learning Community Cycle of Inquiry model, Grade Level Teams, School Faculty and Leadership Team, will present and discuss the results of their efforts at utilizing student work, and classroom Normative and Summative assessments, to improve Instruction, Learning and Assessment.

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In addition, E.C. Reems Academy utilizes the Student Performance, Progress, Promotion and Potential Portfolio (SP4) as an additional form of assessment. This portfolio contains examples of student academic activities, projects and classroom assessments that demonstrates improvement in proficiency and mastery of CCCSS and CPCS standards, and document the growth, and development of higher order critical and creative thinking and problem-solving Skills. The portfolio is developed, discussed, and evaluated on an ongoing basis by Student, Teacher, and Family.

Further detail on these assessments is provided in Element C of this charter.

Strategies for Supporting Targeted Subgroups

Serving Students with Disabilities

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E.C. Reems Academy welcomes all children with disabilities, whether such children are currently or newly identified as disabled. E.C. Reems Academy is committed to working with the District to meet the needs of special learners.

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Overview

E.C. Reems Academy shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

E.C. Reems Academy agrees to adhere to the policies, procedures and requirements of the Oakland Unified School District as well as the Alameda County SELPA.

E.C. Reems Academy shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

E.C. Reems Academy complies with all state and federal laws related to the provision of special education instruction and related services and utilizes appropriate SELPA forms.

Section 504 /ADA

E.C. Reems Academy is solely responsible for its compliance with Section 504 and the ADA. All facilities of E.C. Reems Academy are accessible for all students with disabilities in accordance with the ADA. E.C. Reems Academy facility does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by E.C. Reems Academy.

E.C. Reems Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of E.C. Reems Academy. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

The Executive Director serves as the 504 Coordinator.

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The 504 team is assembled by the Executive Director and includes the parent/guardians, the student (as appropriate) and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations are used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the E.C. Reems Academy professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

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E.C. Reems Academy provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the OUSD Special Education Local Plan Area ("SELPA"). E.C. Reems Academy remains, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, E.C. Reems Academy reserves the right, in the future, to make written verifiable assurances that E.C. Reems Academy shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, E.C. Reems Academy seeks services from the District for special education students enrolled in E.C. Reems Academy in the same manner as is provided to students in other District schools.

E.C. Reems Academy follows the District and SELPA policies and procedures, and uses SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the

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confidentiality of pupil records. E.C. Reems Academy complies with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. E.C. Reems Academy requests an annual meeting between E.C. Reems Academy and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that E.C. Reems Academy and the District have an ongoing mutual understanding of District protocol, and to facilitate ongoing compliance.

As long as E.C. Reems Academy functions as a public school of the District for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), E.C. Reems Academy complies with the Memorandum of Understanding ("MOU") with the District which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of E.C. Reems Academy.

Referring Students for Special Education Services

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The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. E.C. Reems Academy identifies and refers students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Modifications to the general program are documented prior to a referral for Special Education. A student is referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. Implementation of Special Education service begins with pre-referral remediation and monitoring of low achievers by Student Support Team members. The team, which includes students' teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEIA.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, parole officers, and other law enforcement officials.

Examples of modifications and accommodations that are implemented by a SST before referral for assessment at E.C. Reems Academy are: provide study carrels, use of room dividers, provide headsets to muffle noise, seat child away from doors/windows, seat child near model (child or teacher), rearrange child groups (according to instructional needs, role models, etc.), seat child closer to the front of the room, vary working surface (e.g., floor or vertical surface such as blackboards), simplify/shorten directions, written homework assignments, give both oral and written directions, have child repeat directions, have child repeat lesson objective, change question level, change response format (e.g., from verbal to physical; from saying to pointing), provide sequential directions (label as first, second, etc.), use of manipulatives, alter objective criterion level, provide functional tasks (relate to child's environment), reduce number of items on a task, highlight relevant words/features, use rebus (picture) directions, provide guided practice and increase allocated time.

Serving English Language Learners

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The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

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The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

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All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

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Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

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The E.C. Reems Academy classrooms contain multiple supports for EL students. There is a diversity of materials and concrete lessons that provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The E.C. Reems Academy philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners. E.C. Reems Academy teachers use SDAIE strategies in the classroom and encourage peer tutoring and cooperative learning, which are recommended strategies for English Learners.

E.C. Reems Academy supports EL pupils through several programs including small group settings, a 'pull out' literacy program, Open Court, and OPEN BOOK, a Spanish Language Computer Literacy and Reading Program. One-on-one reading support is available as needed.

Non-school factors influence the student's academic achievement, particularly as it relates to English as a second language learners, and socioeconomic status. To this end, E.C. Reems Academy offers EL parents access to its OPEN BOOK Computer Literacy and Reading Program to teach them reading and basic computers skills. Acquisition of these skills in turn will assist parents and allow them to work more diligently with their children with their studies. As the parents overcome literacy deficiencies, pupils will benefit academically and become English literate at a more rapid pace.

Monitoring and Evaluation of Program Effectiveness

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The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Plan for Students Who are Academically Low- and High-Achieving

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The Charter School addresses students' academic needs through several methods: student study teams (SSTs), individual educational plans (IEPs), student assessments in reading, language skills and concepts, and mathematics, afterschool enrichment programs, technology-based reading, writing and mathematics programs, on-line assessments, learning style assessments,

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and state test results. These methods help students how are performing well below or well above grade level by identifying this population and using pull-out methods, and other intervention and enrichment tools to accelerate their skills at their developmental level. These prevention, intervention, acceleration, and research tools provide the necessary information to develop, improve, or change instructional programs.

E.C Reems Academy also utilizes looping to support high-achieving students. Students who are above grade level in a subject area are looped to the next grade level for instruction to more fully engage the student at their academic level versus their grade level. High achievers are looped to the next grade level, but are responsible for work at grade level and the looped level.

Through our Teacher Induction and Retention component we offer various opportunities to strengthen our teacher's skills in a variety of areas including Differentiated Instruction, using Thematic Units, Special Educational Law, Leadership Skills and Behavioral Pediatrics.

We also offer before and after school tutoring, summer school, service learning and social skills and character education curriculums to strengthen and support students' academic rigor.

We conduct regular meetings with parents to discuss academic and social achievement. In addition to one-on-one communications we send home monthly progress reports, school newsletters and teacher produced weekly reports. Report cards are generated three times a year. The report card format is narrative, quantitative and qualitative.

Specific Supports for Students in Reading

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E.C. Reems Academy uses four types of reading assessments to determine which type of intervention program is appropriate for which students. We use two data driven screening tools: (1) screening assessments to determine which students were on target for meeting the CCSS and which needed further (2) diagnostic assessment.

We use applied screening assessments because they are formative and are used for early identification of both at-risk readers and grade-level readers. The assessment focuses on grade level appropriate skills, and screening is conducted by the teacher.

Further, we rely on progress monitoring assessments to track student progress toward grade level expectations and CCSS. This formative assessment includes classroom-based assessments and is used to determine a student's rate of progress towards grade level expectations, to identify readers who are not demonstrating adequate progress in daily lessons, and to influence instructional decisions. This method is used three times a year: fall, winter and spring.

Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. We use diagnostic assessments because they are formative assessments and provide more in-depth information regarding a student's particular strengths and deficits.

Outcome assessments are summative assessments given at the end of the school term to all students. Data may be used to identify students in terms of those who achieved grade level expectations, those who made progress, and those who did not. Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies. We employ this tool to determine where more training and mentoring may be needed. The tests are norm referenced and criterion referenced.

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State-wide achievement tests are another outcome based assessment, and is aligned with grade level expectations. This criterion-referenced outcome assessment provides skill-based benchmarks for instruction.

Not all students attending the Charter School read below grade level, and therefore do not require a reading intervention program.

Supporting Socioeconomically Disadvantaged Students

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The vast majority of students at E.C. Reems Academy are Socioeconomically Disadvantaged. The curriculum and instructional strategies described in this Element have been specifically adopted with this population in mind. In addition, our data-driven instruction practice allows us to gather ongoing data to inform what types of individual, small group, or large group interventions should be put into place to ensure success.

Charter School Annual Goals & Strategies to Meet Goals

COUNTYWIDE CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605.6(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
STATE PRIORITY #1—BASIC SERVICES	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	E.C Reems Academy will hire and maintain a highly qualified faculty.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Utilize a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Annually monitor and review certificated employee assignments to eliminate misassignments, and teacher vacancies. • Annually ensure that a credentialed teacher serving in an assignment requiring a certificate or training completes the necessary requirements for these certificates or completes the required training. • Provide weekly professional development utilizing the Professional Learning Community (PLC) model to provide continuous improvement in teacher practice.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students have access to CCSS aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	<p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure alignment to CCSS. • Report out on CCSS alignment of core textbook and instructional materials at the annual PTO meeting. • Assign CCSS aligned textbooks and instructional materials to all students, teachers and instructors

SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-maintained and kept in good repair.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain the weekly inspection and reporting system. • Hold weekly meeting with cleaning staff unless services are contracted out. • Complete the annual report indicating that the school facilities are in 'good repair.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL #1 TO ACHIEVE SUBPRIORITY	E.C. Reems Academy will implement an educational model/plan that is aligned with California Common Core State (Content and Practice) Standards for English Language Arts and Mathematics
ACTIONS TO ACHIEVE GOAL #1	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards
GOAL #2 TO ACHIEVE SUBPRIORITY	Teachers will be provided with ongoing Professional Development Training and Support and Evaluation related to the Implementation of CCSS- aligned Curriculum, Instruction, Learning and Assessment.
ACTIONS TO ACHIEVE GOAL #2	<p>Grade Level Teams will:</p> <ul style="list-style-type: none"> • Engage in professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. • Review and discuss the results of their CCSS implementation strategies and revise them as needed on a monthly, trimester and annual basis <p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Provide professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. • Review Grade Level Team and School Faculty meetings documentation of CCSS Implementation Strategies and Results,

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	and confirm the application of PLC "Cycle of Inquiry" models and practices, on a Trimester/Annual basis.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum will be designed to support ELLs and other subgroups in accessing and mastering the curriculum and CCSS and State Standards.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they provide supports for English Language Learners
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum will be designed to support ELLs in accessing content and developing English language proficiency.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Families will be involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • School Leadership will solicit input and feedback from students' Parents and Family members on an ongoing basis and share results with School community • Executive Director and Principal will review results of Parent/Family Surveys and present Summary with Recommendations to Board of Directors and publish results on school website.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

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GOAL TO ACHIEVE SUBPRIORITY	Parent/Family Members will be engaged and informed members of the Student Academic Advancement Team, through utilization of the Student Performance, Progress, Promotion and Potential Portfolio (SP4).
ACTIONS TO ACHIEVE GOAL	<p>Teachers and Students will:</p> <ul style="list-style-type: none"> • Prepare and present the Student Performance, Progress, Promotion and Potential Portfolio (SP4), containing results of Normative and Summative Testing (OARS, STAR, NWEA, SBAC), and examples of Student Work, Projects and Classroom Assessments, that demonstrate student's mastery of CCSS ELA and Math Content and Practice Standards <p>The Principal and Executive Director (and external Consultants) will:</p> <ul style="list-style-type: none"> • Review Student Portfolios on an Annual Basis to determine alignment with CCSS ELA and Math Content and Practice Standards and effectiveness of Student Portfolio Review Process • Conduct a semi-annual parent/family survey
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress for student proficiency in ELA and Math.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> • Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> • Review data on a monthly basis and identify action steps necessary to accelerate student achievement • Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students
SUBPRIORITY B – API	

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GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress on the API.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> • Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. • Review API annually, as and if available, including previous year API reports and disaggregate data to identify areas of challenge and develop action plan to address <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> • Review data on a monthly basis and identify action steps necessary to accelerate student achievement • Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become proficient in ELA
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within one year of employment. • Monitor and assess English Language Proficiency as measured by the SBAC to insure students receiving ELD instruction are developing mastery of ELA standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they include supports for ELLs
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become fluent in the English Language
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on

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	<p>Temporary County Certificate and an improvement plan to have the authorization within on year of employment.</p> <ul style="list-style-type: none"> • Monitor and access English Language Development and Reclassification as measured by the CELDT to insure students receiving ELD instruction are developing fluency in the English language and proceeding toward reclassification <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
<p>STATE PRIORITY #5— STUDENT ENGAGEMENT</p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will meet or exceed attendance rates for OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming

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	<ul style="list-style-type: none"> • Wrap-around supports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower chronic absenteeism rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. • Meet with students and families exhibiting chronic absenteeism to develop an action plan to remediate. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower middle school drop out rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit student exit data in Powerschool on a monthly data to monitor and address drop out rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	

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GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower suspension rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain student suspension reports. • Input data into PowerSchool for reporting purposes. <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower expulsion rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director, Principal and Board of Trustees will:</p> <ul style="list-style-type: none"> • Maintain student expulsion reports. • Input data into PowerSchool for reporting purposes <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Student and families will feel that the school is safe and that they are involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Conduct an Annual Survey of ECR Parents, Students, Faculty and Staff regarding School Safety and Connectedness to Community ensuring at least 75% of students/families reporting

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	<ul style="list-style-type: none"> Review Parent/Family Surveys and provide an Annual Summary with Recommendations to the ECR Board of Directors, Students, Parents, Family and School Community Members on an annual basis <p>The instructional program will include features designed to promote a sense of community:</p> <ul style="list-style-type: none"> Small class size Self-contained classrooms A focus on character development After school programming Wrap-around supports Family learning
STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	All students will be assigned to courses aligned with grade level study, including EL, FRPM-eligible, or foster youth (EC 42238.02) and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	<p>The Principal will:</p> <ul style="list-style-type: none"> Annually or upon entry, assign students to all available courses that align with grade level study. Review transcripts, report cards, test scores including CELDT tests to insure accurate placement of all subgroups. <p>The instructional program will include features designed to provide individual monitoring and supports for students:</p> <ul style="list-style-type: none"> Small class size Self-contained classrooms A focus on character development After school programming Wrap-around supports Family learning
STATE PRIORITY #8—OTHER STUDENT OUTCOMES <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH & MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in ELA and Math
ACTIONS TO ACHIEVE GOAL	Teachers/Grade Level Teams will:

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	<ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CCSS ELA and Mathematics Content and Practice Standards
SUBPRIORITY B – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Science
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Science aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Science. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Science
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Social Studies
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Social Studies aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester.

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	<p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Social Studies. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Social Studies
SUBPRIORITY D – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Visual and Performing Arts aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Visual and Performing Arts. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Visual and Performing Arts
SUBPRIORITY E – PHYSICAL EDUCATION & HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	Students will have the concepts and skills to assess their physical well-being and engage in activities to support good health and recreation.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Physical Education and Health aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester.

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	<p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Physical Education and Health. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Physical Education and Health
SUBPRIORITY F – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	<p>Students will leave 8th grade with a basic understanding and proficiency in understanding, reading, writing and speaking of Spanish, or other foreign language.</p> <p>Speaking foreign languages, in addition to English, are invaluable/essential skills to have for all student preparing to become productive citizens in the 21st century global economy and communities. In particular, being bilingual in English and Spanish is a strategic and necessary capability to have in the Bay Area and California.</p> <p>Students will leave 8th grade with a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.</p>
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> With the installation of an updated computer lab, the computer-based, Rosetta Stone Language Program in Spanish will be the primary instructional strategy/techniques utilized to achieve the subpriority goal. Identifying and hiring a Spanish Teacher experienced in computer-based and classroom instruction of Spanish to middle school students will be an administrative priority in 2014-15. Initially, (2014-16), all 7th and 8th graders will take Spanish as a supplementary course to their Core Curriculum subjects. As EC Reems is able to add additional computer lab and classroom technology, Spanish language instruction will be begin in the Elementary grades, (as early as Kindergarten/1st grading when appropriate funding, staff and technology is available). Given that the Spanish language program is computer-based, time and staff-intensive, adjustments in the standard and After-School program schedules, funding and staffing will need to be made to accommodate the increasing number of EC Reems students studying Spanish, (and eventually other World languages). <p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for World Language aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester.

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	<p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none">On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for World Language <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none">Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for World Language
SUBPRIORITY G – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	

Element B: Measurable Pupil Outcomes

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Education Code 47605(b)(5)(B)

The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes', for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

E.C Reems Academy is committed to ensuring that all students, including subgroups, meet the academic, social and emotional outcomes identified in Element A of this charter. We are also committed to supporting each of the eight state priorities as we move forward in this work. As such, we have developed the following Measurable student outcomes as a way to determine the extent to which all students and subgroups of students have attained the knowledge and skills outlined in our educational program. The measurable student outcomes will be modified over time as needed to stay in alignment with the state objectives and priorities.

Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), Figure B.1 below describes E.C Reems Academy's outcomes that align with the state priorities and it's goals and actions to achieve the state priorities, as identified in Element A of the charter. E.C Reems Academy will also develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by E.C Reems Academy at the school site.

Student Outcomes Aligned to the State Priorities

COUNTYWIDE CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Section 47605.6(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1— BASIC SERVICES

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The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	E.C Reems Academy will hire and maintain a highly qualified faculty.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> Utilize a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Annually monitor and review certificated employee assignments to eliminate misassignments, and teacher vacancies. Annually ensure that a credentialed teacher serving in an assignment requiring a certificate or training completes the necessary requirements for these certificates or completes the required training. Provide weekly professional development utilizing the Professional Learning Community (PLC) model to provide continuous improvement in teacher practice.
MEASURABLE OUTCOME	<p>100% of teachers will be highly qualified under NCLB or be on an improvement plan and Temporary County Certificate to reach that status within one year of employment.</p> <p>80% agree or strongly agree that they are supported in the development of their practice.</p>
BASELINE PERFORMANCE LEVEL	13 teachers are highly qualified, one teacher needs to complete BTSA. Staff satisfaction baseline data to be set in 2013-14.
METHODS OF MEASUREMENT	<p>Annual audit of teacher certification.</p> <p>Annual staff survey.</p>

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	Students have access to CCSS aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	<p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Meet to review adoptions of textbooks and instructional materials to ensure alignment to CCSS. Report out on CCSS alignment of core textbook and instructional materials at the annual PTO meeting. Assign CCSS aligned textbooks and instructional materials to all students, teachers and instructors
MEASURABLE OUTCOME	100% of core curricular materials are aligned to CCSS.

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BASELINE PERFORMANCE LEVEL	The school is currently under transition to the CCSS standards. Learning targets and assessments are CCSS aligned. Curriculum is being reviewed to ensure continued alignment. Baseline will be set at end of 2013-14 school year.
METHODS OF MEASUREMENT	Annual review of curriculum materials.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-maintained and kept in good repair.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain the weekly inspection and reporting system. • Hold weekly meeting with cleaning staff unless services are contracted out. • Complete the annual report indicating that the school facilities are in 'good repair'.
MEASURABLE OUTCOME	75% of families and staff agree or strongly agree that the facility is safe, clean, and in good repair.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14 school year. 76% of families agree or strongly agree that the school is a safe place to learn. Staff survey to be completed by end of year.
METHODS OF MEASUREMENT	<p>Annual Survey of Staff.</p> <p>Annual Survey of Parents/Families.</p>
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems Academy will implement an educational model/plan that is aligned with California Common Core State (Content and Practice) Standards for English Language Arts and Mathematics
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards

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MEASURABLE OUTCOME	At least 80% of Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments, Classroom Assessments and Student Portfolios (SP4), will be aligned with ELA/Math CCSS.
BASELINE PERFORMANCE LEVEL	To be determined in 2013-14 year.
METHODS OF MEASUREMENT	Audit of curriculum materials.
GOAL TO ACHIEVE SUBPRIORITY	Teachers will be provided with ongoing Professional Development Training and Support and Evaluation related to the Implementation of CCSS- aligned Curriculum, Instruction, Learning and Assessment.
ACTIONS TO ACHIEVE GOAL	<p>Grade Level Teams will:</p> <ul style="list-style-type: none"> Engage in professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. Review and discuss the results of their CCSS implementation strategies and revise them as needed on a monthly, trimester and annual basis <p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> Provide professional development utilizing the Professional Learning Community (PLC) "Cycle of Inquiry" model and practices. Review Grade Level Team and School Faculty meetings documentation of CCSS Implementation Strategies and Results, and confirm the application of PLC "Cycle of Inquiry" models and practices, on a Trimester/Annual basis.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> Faculty will attend at least 75% of the Professional Development Activities related to Implementation of CCSS Curriculum, Instruction, Learning and Assessment At least 75% of the monthly and trimester, Grade Level Teams and School Faculty meetings, will provide documentation detailing discussions regarding the Implementation of CCSS-based and aligned Curriculum, Instruction, Learning and Assessment.
BASELINE PERFORMANCE LEVEL	To be determined in 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Attendance Sheets from weekly, monthly and trimester Professional Development Training Activities and Opportunities related to Implementation of CCSS Curriculum. Review of teacher documentation on CCSS implementation.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Curriculum will be designed to support ELLs and other subgroups in accessing and mastering the curriculum and CCSS and State Standards.

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ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they provide supports for English Language Learners
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts (AMAO 3), if and when it has a population large enough to be a significant subgroup that is reported. • 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • 100% of core curricular materials will provide supports for ELLs
BASELINE PERFORMANCE LEVEL	<p>Curricular materials are currently aligned to support ELLs.</p> <p>There is no state target for ELLs at present, as the population is not statistically significant (13 students).</p>
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • SBAC • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	<p>Curriculum will be designed to support ELLs in accessing content and developing English language proficiency.</p>
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs Annual Progress (AMAO 1), if and when it has a population large enough to be a significant subgroup that is reported. • E.C. Reems Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), if and when it has a population large enough to be a significant subgroup that is reported.

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BASILINE PERFORMANCE LEVEL	There are no Title III accountability reports at present, as the population is not statistically significant (13 students).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Families will be involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • School Leadership will solicit input and feedback from students' Parents and Family members on an ongoing basis and share results with School community • Executive Director and Principal will review results of Parent/Family Surveys and present Summary with Recommendations to Board of Directors and publish results on school website.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • At least 60% of parents/families with students enrolled in E.C. Reems Academy will complete annual Parent/Family Surveys. • 80% of families will agree or strongly agree that they are involved in the school.
BASILINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 88% of parents/families agree or strongly agree that their involvement in their child's education is valued at E.C. Reems Academy
METHODS OF MEASUREMENT	Annual Survey of Parents/Families.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parent/Family Members will be engaged and informed members of the Student Academic Advancement Team, through utilization of the Student Performance, Progress, Promotion and Potential Portfolio (SP4).
ACTIONS TO ACHIEVE GOAL	<p>Teachers and Students will:</p> <ul style="list-style-type: none"> • Prepare and present the Student Performance, Progress, Promotion and Potential Portfolio (SP4), containing results of Normative and Summative Testing (OARS, STAR, NWEA, SBAC), and examples of Student Work, Projects and Classroom Assessments, that demonstrate student's mastery of CCSS ELA and Math Content and Practice Standards <p>The Principal and Executive Director (and external Consultants) will:</p> <ul style="list-style-type: none"> • Review Student Portfolios on an Annual Basis to determine alignment with CCSS ELA and Math Content and Practice Standards and effectiveness of Student Portfolio Review Process • Conduct a semi-annual parent/family survey

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MEASURABLE OUTCOME	<ul style="list-style-type: none"> 75% of Student, Parent, Family Members and Teachers will review and discuss Student Portfolio (SP4) at Parent-Teacher conferences during the Fall, Winter and Spring Semesters. At least 75% of Student Portfolios (SP4) will contain data and examples of student work and classroom assessments that demonstrate the student's proficiency and mastery of CCSS ELA/Math Content and Practice Standards At least 80% of parents/families agree or strongly agree that they are
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> SPR baseline measures to be determined in 2013-14. 84% of families agree or strongly agree that the school keeps them regularly informed on their student's progress. 90% agree or strongly agree that communication is accessible and easy to understand.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Attendance audit of SP4 meetings. Audit of SP4 content. Annual Survey of Parents/Families.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> H. CA Measurement of Academic Progress and Performance statewide assessment I. The Academic Performance Index (API) J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education K. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) L. EL reclassification rate M. Percentage of pupils who have passed an AP exam with a score of 3 or higher N. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress for student proficiency in ELA and Math.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> Review data on a monthly basis and identify action steps necessary to accelerate student achievement Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students

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MEASURABLE OUTCOME	The school will meet or exceed adequate yearly progress for student proficiency in ELA and Math.
BASELINE PERFORMANCE LEVEL	To be determined once CalMAPP reinstates scores and AYP.
METHODS OF MEASUREMENT	CalMAPP
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	The school will meet or exceed adequate yearly progress on the API.
ACTIONS TO ACHIEVE GOAL	<p>The Principal, Executive Director, and Teachers will:</p> <ul style="list-style-type: none"> • Monitor formative and summative data from internal and external data sources (Dataquest, OARS, Powerschool, etc.) on a monthly basis to track student progress toward mastery. • Review API annually, as and if available, including previous year API reports and disaggregate data to identify areas of challenge and develop action plan to address <p>Teachers and Grade Level Team will:</p> <ul style="list-style-type: none"> • Review data on a monthly basis and identify action steps necessary to accelerate student achievement • Differentiate instruction to provide additional supports for struggling students and enrichment opportunities for excelling students
MEASURABLE OUTCOME	The school will meet or exceed adequate yearly progress on the API.
BASELINE PERFORMANCE LEVEL	Met API growth target in 2012-13.
METHODS OF MEASUREMENT	CalMAPP
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	

SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become proficient in ELA
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • Monitor and assess English Language Proficiency as measured by the SBAC to insure students receiving ELD instruction are developing mastery of ELA standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials to ensure they include supports for ELLs
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs that are Proficient or Advanced in English Language Arts (AMAO 3), if and when it has a population large enough to be a significant subgroup that is reported. • 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • 100% of core curricular materials will provide supports for ELLs
BASELINE PERFORMANCE LEVEL	<p>Curricular materials are currently aligned to support ELLs. 13 of 14 teachers hold appropriate authorization.</p> <p>There is no state target for ELLs at present, as the population is not statistically significant (13 students).</p>
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Language Learners will become fluent in the English Language
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Ensure 100% of core teachers will be authorized to work with ELLs via EL Authorization and/or CLAD certification or be on Temporary County Certificate and an improvement plan to have the authorization within on year of employment. • Monitor and access English Language Development and Reclassification as measured by the CELDT to insure students

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	<p>receiving ELD instruction are developing fluency in the English language and proceeding toward reclassification</p> <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Meet to review adoptions of textbooks and instructional materials for English Language Development
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • E.C. Reems Academy will meet the annual State target for percent of ELLs Annual Progress (AMAO 1), if and when it has a population large enough to be a significant subgroup that is reported. • E.C. Reems Academy will meet the annual State target for percent of ELLs reaching English Fluency, for both the under five years cohort and the four years or more cohort (AMAO 2), if and when it has a population large enough to be a significant subgroup that is reported.
BASELINE PERFORMANCE LEVEL	There are no Title III accountability reports at present, as the population is not statistically significant (13 students).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CELDT • Annual audit of teacher credentialing • Annual audit of textbooks and instructional materials.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	

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METHODS OF MEASUREMENT	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
F. School attendance rates	
G. Chronic absenteeism rates	
H. Middle school dropout rates (EC §52052.1(a)(3))	
I. High school dropout rates	
J. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will meet or exceed attendance rates for OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
MEASURABLE OUTCOME	E.C. Reems meets or exceed attendance rates for OUSD Schools.
BASELINE PERFORMANCE LEVEL	95.5% attendance rate in previous charter term, 96.5 % ADA to date in 2013-14.
METHODS OF MEASUREMENT	Audit of attendance data in Powerschool and in P2 report to district.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower chronic absenteeism rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit attendance data in Powerschool on a monthly data to monitor and address attendance rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. • Meet with students and families exhibiting chronic absenteeism to develop an action plan to remediate.

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	<p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
MEASURABLE OUTCOME	E.C. Reems has the same or lower chronic absenteeism rates as OUSD Schools.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Audit of attendance data in Powerschool.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower middle school drop out rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Audit student exit data in Powerschool on a monthly data to monitor and address drop out rates as needed. • Conduct annual student and family surveys to inform necessary work on school culture. <p>The instructional program will include features designed to promote regular attendance and a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family involvement
MEASURABLE OUTCOME	E.C. Reems has the same or lower middle school drop out rates as OUSD Schools.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Audit of student exit data.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable

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ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <i>D. Pupil suspension rates</i> <i>E. Pupil expulsion rates</i> <i>F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower suspension rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will:</p> <ul style="list-style-type: none"> • Maintain student suspension reports. • Input data into PowerSchool for reporting purposes. <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
MEASURABLE OUTCOME	E.C. Reems has the same or lower suspension rates as OUSD Schools.

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BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Annual SARC reports for E.C. Reems Academy and OUSD.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	E.C. Reems will have the same or lower expulsion rates as OUSD Schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director, Principal and Board of Trustees will:</p> <ul style="list-style-type: none"> • Maintain student expulsion reports. • Input data into PowerSchool for reporting purposes <p>The instructional program will include features designed to promote social and emotional development:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports
MEASURABLE OUTCOME	E.C. Reems has the same or lower expulsion rates as OUSD Schools.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Annual SARC reports for E.C. Reems Academy and OUSD.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Student and families will feel that the school is safe and that they are involved in the life of the school.
ACTIONS TO ACHIEVE GOAL	<p>The Principal and Executive Director will:</p> <ul style="list-style-type: none"> • Conduct an Annual Survey of ECR Parents, Students, Faculty and Staff regarding School Safety and Connectedness to Community ensuring at least 75% of students/families reporting • Review Parent/Family Surveys and provide an Annual Summary with Recommendations to the ECR Board of Directors, Students, Parents, Family and School Community Members on an annual basis <p>The instructional program will include features designed to promote a sense of community:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports

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	<ul style="list-style-type: none"> • Family learning
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 75% or more of parents/families agree or strongly agree that the school is safe and a safe place for learning. • 75% or more of parents/families agree or strongly agree that there are many different ways they can be involved with the school, either at the school itself, at home or in the community.
BASELINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> • 75% of parents/families agree or strongly agree that the school is safe • 76% of parents/families agree or strongly agree that the school is a safe place for learning • 77% of parents/families agree or strongly agree that there are many different ways they can be involved with the school, either at the school itself, at home or in the community.
METHODS OF MEASUREMENT	Annual Survey of Parents/Families.
STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>"Broad course of study" includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	All students will be assigned to courses aligned with grade level study, including EL, FRPM-eligible, or foster youth (EC 42238.02) and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	<p>The Principal will:</p> <ul style="list-style-type: none"> • Annually or upon entry, assign students to all available courses that align with grade level study. • Review transcripts, report cards, test scores including CELDT tests to insure accurate placement of all subgroups. <p>The instructional program will include features designed to provide individual monitoring and supports for students:</p> <ul style="list-style-type: none"> • Small class size • Self-contained classrooms • A focus on character development • After school programming • Wrap-around supports • Family learning
MEASURABLE OUTCOME	95% of students will be promoted to the next grade on an annual basis.

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BASILINE PERFORMANCE LEVEL	To be determined at the end of 2013-14.
METHODS OF MEASUREMENT	Annual audit of promotion and retention numbers.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH & MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in ELA and Math
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CCSS-based and aligned, Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CCSS ELA and Mathematics Content and Practice Standards <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CCSS ELA and Mathematics Content and Practice Standards
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 70% of students will show growth on their internal benchmark assessments in ELA • 70% of students will show growth on their internal benchmark assessments in Math • 80% of students will have evidence of grade level mastery of learning for ELA in their SP4 student portfolio • 80% of students will have evidence of grade level mastery of learning for Math in their SP4 student portfolio • E.C Reems Academy will meet state targets for adequate yearly progress in ELA as measured by the SBAC, when AYP is reinstated. • E.C Reems Academy will meet state targets for adequate yearly progress in Math as measured by the SBAC, when AYP is reinstated.

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BASILINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> To be determined at end of 2013-14 school year for internal benchmark assessments and SP4 student portfolio. To be determined once AYP has been reinstated and E.C. Reems Academy has two years of data to determine.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. Internal normed assessments (i.e. OARS, Accelerated Reader, Accelerated Math, NWEA) The SP4 Student Portfolio SBAC and CalMAPP
SUBPRIORITY B – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Science
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Science aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Science. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Science
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio E.C. Reems Academy will meet state targets for adequate yearly progress in Science as measured by the CST, when AYP is reinstated.
BASILINE PERFORMANCE LEVEL	<ul style="list-style-type: none"> To be determined at end of 2013-14 for SP4 student portfolio. To be determined for CST once AYP has been reinstated and E.C. Reems Academy has two years of data to determine.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. The SP4 Student Portfolio CST in Science
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will become proficient in Social Studies

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ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Social Studies aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Social Studies. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Social Studies
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Internal, teacher-generated assessment. • The SP4 Student Portfolio
SUBPRIORITY D – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will will understand and demonstrate artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for Visual and Performing Arts aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Visual and Performing Arts. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p>

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	<ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Visual and Performing Arts
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. The SP4 Student Portfolio
SUBPRIORITY E – PHYSICAL EDUCATION & HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	Students will have the concepts and skills to assess their physical well-being and engage in activities to support good health and recreation.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> Prepare and submit CSS for Physical Education and Health aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for Physical Education and Health. <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for Physical Education and Health
MEASURABLE OUTCOME	<ul style="list-style-type: none"> 80% of students will have evidence of grade level mastery of learning in their SP4 student portfolio 70% of students will be physically fit in 4 of 6 categories as measured by the PFT.
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> Internal, teacher-generated assessment. The SP4 Student Portfolio California Physical Fitness Test (PFT)
SUBPRIORITY F – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	

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GOAL TO ACHIEVE SUBPRIORITY	Students will leave 8 th grade with a basic understanding of and knowledge in listening, reading, writing, and speaking a foreign language, i.e. Spanish.
ACTIONS TO ACHIEVE GOAL	<p>Teachers/Grade Level Teams will:</p> <ul style="list-style-type: none"> • Prepare and submit CSS for World Language aligned Curriculum Maps, Scope and Sequence, Lesson Plans, Student Activities, Assignments, Projects and Classroom Assessments at the beginning of the school year and each Trimester. <p>The School Principal, Executive Director, Members of School Leadership Team (and External Consultants) will:</p> <ul style="list-style-type: none"> • On a trimester basis review Teacher/Grade Level Curriculum Maps, Scope and Sequence, Lesson Plans, Student Assignments and Classroom Assessments, and Student Portfolios (SP4) for alignment with CSS for World Language <p>The Textbook and Instructional Team including the Executive Director, Principal, Board Members, Teacher Lead Team Coordinators and Parent Team will:</p> <ul style="list-style-type: none"> • Annually review adoptions of textbooks and instructional materials to ensure they are aligned to the CSS for World Language
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 80% of students in grades 7 and 8 will have evidence of grade level mastery of learning in their SP4 student portfolio
BASELINE PERFORMANCE LEVEL	To be determined at end of 2013-14.
METHODS OF MEASUREMENT	Internal, teacher-generated assessment.
SUBPRIORITY G – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable.

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ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
BASELINE PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	

Curriculum Alignment to Pupil Performance Standards

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

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Commented [j27]: What are pupil performance standards?

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How the Charter School Supports Pupils Who Do Not Meet Pupil Outcomes

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

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

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

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

Element C: Methods to Assess Student Progress toward Outcomes

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

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Assessment Tools Used to Measure Student Progress toward Outcomes

Expected student outcomes as defined in the CCSS and CSS provide the primary method of measuring what the student has learned from subject-to-subject, year-to-year and duration of enrollment E.C. Reems Academy. E.C Reems Academy will utilize all assessment measures available and mandated under the new CalMAPP system, including but not limited to the Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts and Math, the CST in Science, the California English Language Development Test (CELDT) for English Learners, and the Physical Fitness Test (PFT) for grades five and seven. E.C Reems Academy will continue to adjust this list to ensure compliance with CalMAPP. Other measurement tools will also be utilized to monitor annual and exit outcomes, including internal assessments, student portfolios, teacher and administration tests, progress reports, report cards, projects and reports, and oratorical.

Commented [j29]: Most of these measurements will be addressed in the LCFF table in Element B. Consider combining Elements B and C.

E.C Reems Academy is committed to ongoing formative and summative assessment to inform instruction and practice. An overview of these measures is as follows and includes the assessment instruments, utilization of the student generated data, and the data driven instruction and learning process, procedures and outcomes/goals that follow.

Initial/Placement Assessment

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These assessments are conducted at the beginning of School Year or when a new student enrolls in order to provide baseline data.

Assessment Instruments

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- OARS (CCSS) ELA and Math Testing Annually (beginning and end of school year)
- Teacher (Site) Generated, CCCSS-based Initial/Placement Assessments
- Teacher (Site Generated) Initial Assessments of Students Critical and Creative Thinking Skills
- SBAC Testing (Grades3-8) (Spring 2015)
- California English Language Development Test (CELDT) for students identified as language learners via the home language survey

Utilization of Student Generated Data

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- Student-generated Data obtained from Initial Assessments will be used to place students into Target Student Groups that will receive specific, focused instruction on the identified CCCSS ELA and Math Practice Standards

Data-Driven Instruction and Learning Process, Procedures and Outcomes/Goals

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- Grade Level Teaching Teams will meet annually to review, discuss and analyze the results of the Initial Assessments and place students into Targeted Learning Groups by Week 4 of Academic Year.
- Students in Below Proficient Targeted Learning Groups will receive at least 60 minutes/weekly from the Classroom Teacher and Learning Specialists Focused on improving students' performance into Proficiency and Competent Ranges, in the identified ELA and Math Content and Practice Standards.
- Students enrolled in After School Program will receive at least 60 minutes of Targeted Instruction focused on improving their score within the Below Proficient/Proficient, Competent and Mastery Ranges in Math and ELA

Normative Assessments

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These assessments are conducted weekly and monthly to provide ongoing data on student progress toward mastery.

Assessment Instruments

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- Weekly/Monthly OARS (CCSS-based) ELA and Math Assessments
- Accelerated Reader
- Teacher (Site) Generated, CCSS-based Assessments
- Accelerated Math
- Teacher (Site Generated) Assessments of Critical and Student's Creative Thinking Skills

Utilization of Student Generated Data

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- Student-generated Data from Normative Assessments will be utilized by teachers to develop and modify instructional activities that enhance the student's academic and performance.
- Teachers will develop, administer and evaluate ongoing normative assessments and academic activities that demonstrate the students' development and application of higher order, Critical and Creative Thinking Skills

Data-Driven Instruction and Learning Process, Procedures and Outcomes/Goals

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- Grade Level Teaching Teams will meet on a weekly basis to review, discuss and analyze the results of ongoing Normative Assessments and develop specific Instructional Interventions designed to improve students proficiency, competency and mastery of ELA and Math Content and Practice Standards
- Utilizing the Cycle of Inquiry Professional Learning Community Model and Process, Grade-level Teams will present and discuss the results of their Targeted Learning Instructional Interventions on a monthly basis with entire Faculty/Staff

Summative Assessments

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These assessments are conducted every trimester and at the end of the year to provide data on student mastery.

Assessment Instruments

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- OARS ELA and Math Testing Annually (beginning and end of school year)
- OARS ELA and Math Assessments every Trimester
- SBAC Annual Summative Testing in ELA and Math (Grades 3-8 Spring 2015)
- CST in Science
- PFT in Physical Fitness and Health
- Teacher (Site) Generated, CCSS-based Summative Assessments in ELA and Mathematics
- Teacher (Site Generated) Summative Assessments of Student's Critical and Creative Thinking Skills

Utilization of Student Generated Data

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- Data from Summative Assessments will be utilized for placement of students into Targeted Learning Groups at the beginning/end of school year and during each trimester
- Data from Summative Assessments will be utilized in decisions regarding Student Grade-Level Retention, Promotion or Advancement

Data-Driven Instruction and Learning Process, Procedures and Outcomes/Goals

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- Grade Level Teaching Teams will meet at the beginning of every trimester to review, discuss and revise the Summative Assessments administered Annually (beginning and end of school year) and each Trimester
- Utilizing the Cycle of Inquiry Professional Learning Community Model and Process, Grade-level Teams will present and discuss the results of their Summative Assessments Annually and during each Trimester with entire Faculty/Staff
- Students and Teachers will develop, present and discuss the Summative Assessment in the Student's Portfolio Annually and during each trimester

Attendance

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Attendance is another measurement tool. As we experience a decline in truancy the students' grades improve. Our goal is to maintain a 96.5% student attendance rate. Attendance is a key factor in the development of academic achievement. Many students transfer from district schools with low grade point averages. Accompanying low grades is high truancy rates. E.C. Reems Academy provides tools to remediate truancy concerns utilizing the School Attendance, Review Board Process and Truancy Intervention System, employing parent/guardian meetings, and teacher support, ~~and attendance in the Tanzin Resiliency in Education Program~~. As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies. This process contributes to an increase in grades and the ability to master grade-level subject matter.

Using Benchmarks and Exit Outcomes to Monitor Student Achievement

Benchmarks are determined by teachers and administrators to ensure that the CCSS and CSS are being met throughout the year. The benchmarks are aligned with the State, District, and E.C. Reems Academy standards. We conduct benchmark reviews at the close of each month, or ten times a year, to evaluate student achievement.

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

The exit outcomes include acquisition of core and non-core skills. The exit outcomes are measured using the same tools defined above. Non-academic skills such as leadership, citizenship, conflict resolution and mediation are measured through participation in leadership capacities in and outside of class; participation in clubs and organizations; participation as liaisons and representatives of school programs; election and appointment to school offices, and ranking at District-level competitions.

Exit outcomes address not only the needs of mainstream students, but also the standards and goals for special education, Limited English proficient students, and other special student populations.

We purchased two software assessment programs to track progress using predictive tools, and monthly Academic Progress Reports are issued that assess and identify student achievement. Individual student interventions are identified to remediate subject materials or enhance level of study for students that excel beyond the current benchmarks.

Providing Timely Intervention

Results from this ongoing SBAC and Site-Generated normative testing will be utilized by classroom teachers to identify students who have not demonstrated proficiency in the targeted content and/or practice standards. These students will receive targeted instruction on the specific content and practice standards until they have demonstrated proficiency.

Based upon the result of the OARS/SBAC/Teacher/Site-generated Normative and Summative Assessments, students will be placed into the following Targeted-Learning Groups (or comparable categories):

Below Proficiency	(Below/Far Below Basic)
Proficiency	(Basic)
Competency	High Basic/Advanced
Mastery	Advanced

Students in Below Proficient and Proficient will be placed in grade-level Targeted Learning Groups and will receive focused instruction from Classroom Teacher, Learning Specialist, After-School Programs and Tutoring on increasing their Proficiency in identified ELA and Math Content and Practice Standards.

If a student does not respond to the Progress Report interventions, an SST is conducted to support the at-risk student offering and more comprehensive academic interventions. SST interventions include placing student in the Charter School 'GAP' Program designed to address and correct gaps in learning. This program was designed for students who are at the lowest

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ring of differentiated instruction, but do not possess a learning disability. If the SST does not remediate the deficiency, then the District, conducts an IEP, to determine other academic strategies and interventions beyond those available at the Charter School. Articulation from grade level-to-grade level also ensures that student outcomes meet the CCSS and CSS. This is accomplished through grade level meetings designed to define academic achievement outcome; agreement among intra-grade level teachers to assess, prioritize, teach, and evaluate the same skills to all students in the respective grade, and finally, inter grade level articulation to assure that students matriculate to the next grade level demonstrating the skills identified in the State, District and school standards.

Reporting to Caretakers

E.C. Reems Academy will use a combination of formal and informal reporting to provide families with access to information and data on their children's achievement levels. Reports will be user-friendly and provided in the families' native language. Informal reporting to families will be ongoing through such methods as phone calls, texts, written notes, emails, and face-to-face conversations. Formal reporting to families will include Report Cards, Assessment Results, Family-Teacher Conferences, and the Student Portfolio.

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Professional Development

Correlating the results of Teacher/Site-generated, CCSS-based normative and summative testing with the results of OARS and SBAC normative and summative testing results, will be a crucial and ongoing focus of teacher professional development, support and evaluation.

Teachers will be given professional development training and in-class coaching by external consultants, focused on incorporating and utilizing the data generated by the CalMAPP student testing to demonstrate measurable improvements in teacher instruction and student learning. Teachers will receive ongoing training and preparation specifically targeted at assisting the students in understanding and mastering the core content knowledge, computer-based testing skills and the higher order thinking skills tested by the SBAC testing format.

Teachers (Grades 3-8) will receive annual and ongoing professional development training on using this data in the design, delivery, and evaluation of instruction. Teachers will also be trained in generating classroom assignments to improve student understanding and application of targeted CCSS Content and Practice standards and higher order critical and creative thinking skills.

Local Control Accountability Plan ("LCAP")

The multiple forms of data collected will be used in whole by E.C Reems Academy to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to SFUSD annually on or before July 1, as required by Education Code Section 47604.33.

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School Accountability Report Card (SARC)

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E.C. Reems Academy will use our data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for our authorizing agency, parents, the Board, and the community at large.

Conclusion

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

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

Background on Smarter Balanced Assessment Consortium (SBAC)

Beginning Academic Year (AY) 2013-14, the previously mandated CST standardized testing will be replaced by on-line, computer-based, adaptive Smarter Balanced Assessment Consortium (SBAC) testing for Grades 3-8 in English Language Arts (ELA) and Mathematics. The SBAC testing is based upon the California Common Core State Standards (CCSS) Content and Practice Standards for English Language Arts and Mathematics for Grades 3-8, and *are designed to assess the student's depth, understanding and application of core content knowledge*. In addition, the SBAC testing is also designed to assess specific *"higher order critical and creative thinking skills, particularly "problem-solving skills applied to real-world problems"*.

The Smarter Balanced Assessment Consortium (SBAC) will be "field-testing" the English Language Arts (ELA) and Mathematics tests (Grades 3-8) in the spring of 2014. Individual and school-wide results will not be available from the field testing or the initial school wide testing until the summer of 2015, (at the earliest) according to the CDE. In the spring of 2015, annual SBAC Summative testing will begin school-wide in ELA and Math for Grades 3-8. Individual and school-wide results will be available within a short period of time following the 12 week testing window.

SBAC Normative Testing in SLA and Mathematics will not be available until

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AY 2016-17 according to information available on the CDE website. When available, SBAC Normative ELA and Math Testing will be utilized on a monthly basis. According to information currently available from the California Department of Education website, "Individual Student and School-wide Benchmarks" will be determined after Year II (2015-16) of SBAC testing.

In summary:

2013-14	SBAC Field Testing (ELA and Math (Grades 3-8)
2014-15	SBAC Testing (Grades 3-8) Year I
2015-16	SBAC Testing (Grades 3-8) Year II Individual/School Benchmarks

Element D: School Governance

Education Code 47605(b)(5)(D)

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement

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E. C. Reems Academy in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. E. C. Reems Academy acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of E. C. Reems Academy, 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 E. C. Reems Academy by law or charter Provisions. "Ernestine C. Reems Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."

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Ernestine C. Reems Academy of Technology & Arts is constituted as a California Non-Profit Public Benefit Corporation pursuant to California law. The Charter School is being governed pursuant to the bylaws adopted by the Governing Board, as subsequently amended pursuant to the amendment process specified in the bylaws.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Members of E. C. Reems Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then existing applicable statutes or regulations applicable to charter schools.

E. C. Reems Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Attached, as Appendix A, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

Board of Trustees

The Governing Board's major roles and responsibilities includes establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs, and selecting and evaluating the top administrative staff. The Board, whose members have a legal fiduciary responsibility for the wellbeing of the organization and the Charter School, rotate off the board,

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insuring consistency and institutional memory, to govern the Charter School. The Charter School's governing board is composed of a maximum of eleven members, to include see Appendix B and Appendix C – Board Bios:

- 1 Statutory President, Dr. Ernestine C. Reems Dickerson, or her designee
- 1 Community Organization Representative
- 2 At-large community Representatives
- 2 Business Representatives
- 1 Higher Education Representatives
- 1 Teacher Representative
- 2 Parent Representatives

Commented [j30]: Please send ECR's bylaws for legal review.

Commented [j31]: Suggest including bios of Board members to meet OUSD rubric (governance experience).

Board members serve ~~a term of two years, two and three year terms~~ with a maximum of three consecutive terms ~~(initial terms were staggered to ensure continuity in management of the Charter School).~~ Dr. Ernestine C. Reems' position ~~has had have~~ no term limit. The Board conducts an open and well-publicized nomination process to allow parents and other interested parties to nominate themselves or others for appointment to the Board when vacancies arise. All new members must be approved by the Board, with the exception of the OUSD representative.

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If the OUSD Board desires, it may have one of its members appointed as a member to the Board of Ernestine C. Reems Academy of Technology & Arts, in accordance with Education Code Section 47604(b).

The parent representatives ~~is are~~ of vital importance in that they monitor the pulse of parent concerns. The parent representative is responsible for reporting the outcomes of the monthly parent meetings to the board. The parent representatives ~~is are~~ the bridge between the Charter School and the community.

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The Board of ~~Directors~~ Trustees of the Charter School will meet regularly, bi-month (except during the summer) and in accordance with the Brown Act.

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Ernestine C. Reems Academy of Technology & Arts Board of Director's Responsibility Template

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Board of Trustee's Responsibility

Board of Trustee Role

Legal Responsibility

- Exercises fiduciary role to ensure that the Charter School is properly managed.
- Maintains legal status; insures that the proper paperwork is submitted to governmental agencies.
- Reviews financial and business dealings.

Board Accountability

- Establishes and communicates clear expectations of Board trusteeship.

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|---|---|
| | <ul style="list-style-type: none">• Assures effective participation of Board trustees. |
| Financing and Accounting | <ul style="list-style-type: none">• Approve annual budget.• Reviews monthly/other scheduled financial reports.• Ensures that proper internal controls are in place.• Hires and oversees auditor |
| Strategic and School-wide Plan | <ul style="list-style-type: none">• Approves school goals and objectives.• Reviews strategic/school-wide plan and progress.• Assesses compliance/progress in achieving educational and other outcomes agreed t in the charter contract. |
| Evaluation of Programmatic Success | <ul style="list-style-type: none">• The board will evaluate student performance data. |
| Monitors Special Ed and English as Second Language Learner Programs | <ul style="list-style-type: none">• Ensures that all special education and second language learner programs support compliance and delivery. |
| Policy Creation and Approval | <ul style="list-style-type: none">• Develop and/or adopt written policies.• Responsible for reviewing policies periodically. |
| Personnel | <ul style="list-style-type: none">• Sets and reviews personnel policies.• Hires COO/Executive Director & evaluates performance. |
| Resource Development | <ul style="list-style-type: none">• Responsible for assuming long-range commitments of resources; establishes a fund development plan and participates in its implementation.• Reviews and approves all major grant proposals. |
| Decision Making | <ul style="list-style-type: none">• Defines and communicates the role of the Board, and COO/Executive Director in making decisions.• Assures appropriate involvement of board trustees in ECR Academy decision making. |
| Community Relations | <ul style="list-style-type: none">• Promotes the Charter School to parents, and the general public, including serving as an ambassador of the Charter School.• Vigorously pursues capital investments for school development. |

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- Reports an annual finding in the form of an executive summary to parents and the general community.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of ~~Directors Trustees~~ being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

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The Charter School Board of ~~Directors Trustees~~ will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

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The Role of the Principal

The Principal will be the academic leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Executive Director, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal shall perform assigned tasks as directed by the Charter School Board of Trustees and Executive Director and shall be required to undertake some or all of the tasks detailed below.

Parent Volunteers and Involvement

Parents are an integral part of their children's learning and are required to spend time at the Charter School in a variety of venues, including assisting teachers, chaperoning fieldtrips, assisting administrative staff, and supporting fundraisers and school activities. Presence and visibility are key components that reinforce that students are valued, especially students whose parents do not play a major role in their child's lives, be it academic or social. Parent volunteers, like teachers, become surrogates to our students, in that their presence and

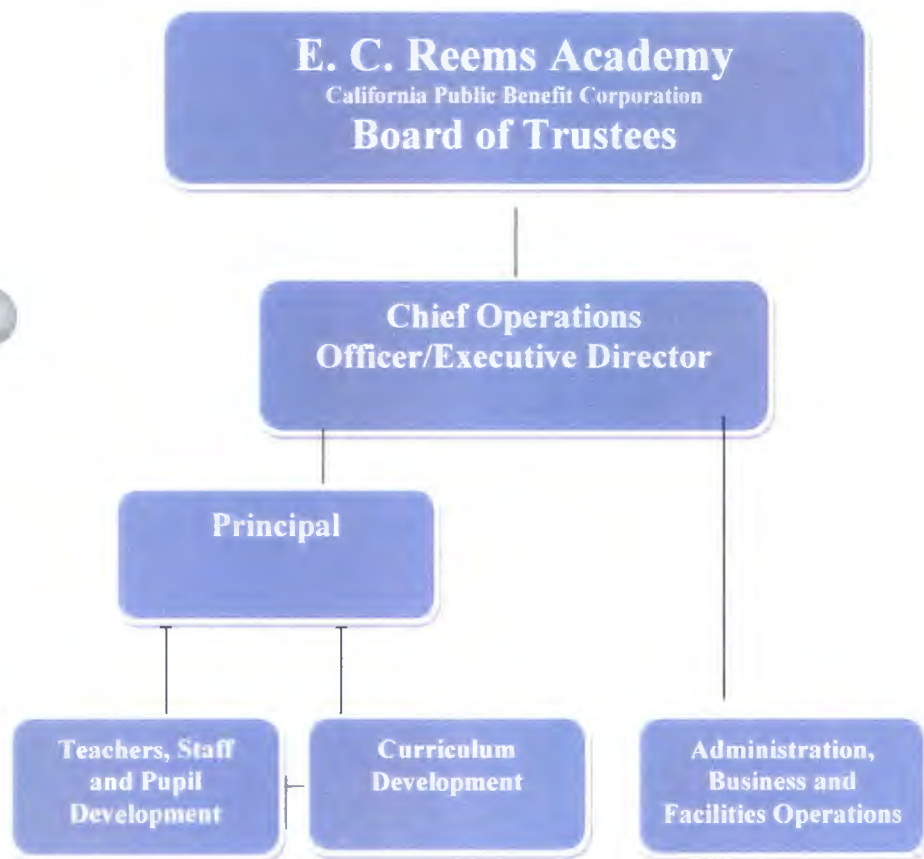
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participation as role models ensures students that they are valued and consequently cared for in a manner that does not often exist in their own homes. Children's academic success is tied to a sense of self-worth. A sense of self-worth is acquired when a child is taught that they are worthy of being taught. It occurs when adults affirm their success in school. Parents are the primary support group as it relates to fundraising. Our parents contribute to the Charter School budget through fundraising. The funds are used to purchase supplemental materials, student programs and fieldtrips.

There are two parent organizations: the School Site Council (SSC) and the Parent, Teacher Organization (PTO). These two organizations provide parental input in all areas related to the Charter School. Parents are the most important member in a child's life and education. Their participation and exposure increases student achievement more than any other factor.

Organizational Chart



Element E: Employee Qualifications

Education Code 47605(b)(5)(E)

The qualifications to be met by individuals to be employed by the school.

The Chief Operations Officer/Executive Director is selected by the Board. Staff is selected by the Executive Director and the Principal. All staff operates on performance-based annual contracts with the Charter School. ~~The Executive Director is evaluated on an annual basis using a process developed by the Board, which includes parent and staff surveys of school performance.~~

The operational staff, as well as the Principal and Executive Director, ~~is~~ are provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirement. All non-instructional staff possess experience and expertise appropriate for their position with the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

All staff must provide a Department of Justice criminal background check and fingerprints to insure pupil and staff safety. All staff submit TB test results every four years. Live Scan reports, credentials, temporary waivers, and TB test results are pre-employment requirements and must be submitted to school personnel prior to the inception of employment. At-will contracts are offered upon submittal of the noted documents. See key management role job descriptions, Appendix E.

Administrative Staff includes (not exhaustive and may change according to need)

- Chief Operations Officer/Executive Director
- Principal

Operational Staff includes (not exhaustive and may change according to need)

- Business Administrative Assistant
- Receptionist/Cafeteria Cashier
- Lunch Staff
- Custodial Staff
- Security Officer
- Recess Aides

Teaching/Instructional Staff (not exhaustive and may change as needed)

- Certificated/credentialed Teachers
- Non-certificated/non-credentialed Teachers
- Instructional Aides
- Reading Resource Instructors
- Mathematics Resource Instructors
- Interns
- Mentors

Instructional Aides, Interns and Mentors will work side-by-side with a teacher, as teacher support.

Commented [j33]: The OUSD rubric seeks: "A clear plan for recruitment, selection, development and evaluation of staff including the school leader." The rubric also seeks: "Management job descriptions identifying key roles, responsibilities and accountability." Do you have job descriptions that you can attach as an appendix?

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Administrative Staff Qualifications

The qualifications for our key administrative staff are provided below, and described in full detail in Appendix F of this charter.

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Chief Operating Officer

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- Ability to balance the delivery of the program to the budget. Problem solve and improve unstable conditions through conversion and implementation.
- Provide strategic vision and anticipate future consequences and trends and incorporate them into the organizational and operational plans.
- Plan and build capacity to effectively build organization and staff capacity, develop strong workforce, and provide seamless and stable operation.
- Have capacity for managing and leading people; build teams to help scale up the school; enforce accountability, develop and empower leaders from the bottom up.

Executive Director

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- Master's in Education or other significant experience, preference of some superintendent course work.
- Knowledge about charter schools, specifically educational management, educational leadership, and student services, fiscal management, HR and facilities experience.
- Must have experience in special education due process and procedures. Knowledge of and experience working with diverse populations.
- Knowledge of and experience in evaluating instructional curricula, teacher evaluations and team review.

Principal

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- Experience as an Assistant Principal or site leader.
- Strong data analysis skills and use.
- Experience coaching, mentoring or developing teachers and teacher teams.
- Must have a minimum of three years teaching experience and three years administrative experience. Knowledge of elementary/middle school curriculum and practices.
- Knowledge of the Common Core Standards, training and integration

Teacher and Instructional Aide Qualifications

Ernestine C. Reems Academy of Technology & Arts retains or employs core teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

Credentialed teachers teach the 'core' academic classes of language arts, mathematics, science, and history/social studies. These teachers are responsible for overseeing the pupils' academic progress and for monitoring grading and matriculation decisions, as specified in the Charter School's operational policies.

Ernestine C. Reems Academy of Technology & Arts may also employ or retain **non-certificated instructional support staff to instruct 'non-core' subject classes**. These classes may include - but are not limited to, computer, physical education, music, dance, resiliency, and media technology.

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'Non-core' instructors have an appropriate mix of subject matter expertise, professional experience, and education to professionally teach pupils their art/skill. Instructional Aides possess an Associates Degree or an equivalent number of credits towards a Bachelor's Degree. Non-core instructors possess an Associate's Degree or higher, or 48 units of credit toward a Bachelor's Degree.

Professional Development

These staff members demonstrate capacity to work successfully in an instructional capacity and provide applied instructional experiences to E.C. Reems Academy pupils. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher, unless they are instructing non-core courses and activities.

All teachers and instructional staff participate in weekly staff development seminars to stay abreast of the latest teaching strategies, community development, and psycho-social practices that deepen their ability to support disadvantaged learning styles and patterns of inner city children of color.

All staff regardless of position:

- demonstrate a desire to provide opportunities to pupils lacking academic, behavioral, or psycho-social deficits.
- possess sensitivity to the needs of pupils and their families.
- work with parents/caretakers as educational partners.
- be willing to participate in staff meetings, parent meetings, and other school-wide meeting that help guide growth and development of the Charter School.
- apply the philosophy "it takes a village to educate a child", by participating in pedagogical and cohort systems to support pupil and parent learning styles.

Element F: Health and Safety Procedures

Education Code 47605(b)(5)(F)

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237

Ernestine C. Reems Academy of Technology & Arts has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the Charter School's insurance carriers and at a minimum include the following procedures, summarized below (a comprehensive set of health and safety policies is maintained at the Charter School):

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Trustees on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Ernestine C. Reems Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

Element G: Means to Achieve Racial/Ethnic Balance Reflective of District

Education Code 47605(b)(5)(G)

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted

A charter school's ability to achieve a racial and ethnic balance lies in its pre-admissions recruitment and outreach efforts. The charter school is required under the Charter Schools Act to include in its charter petition, "the means by which the school will achieve a racial and ethnic balance" among its students that is "reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Education Code Section 47605(b)(5)(G).) However, California's Charter Schools Act and Prop. 209 restrict a charter school's ability to take race and ethnicity into account when making admissions decisions. The Charter Schools Act provides that charter schools may not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, or sexual orientation, among other characteristics. (Education Code Section 47605(d)(1).) Additionally, a charter school must admit all pupils who wish to attend the school, and it must institute a lottery process if the school becomes oversubscribed. Moreover, under California's Prop. 209, charter schools may not discriminate against, or grant preferential status to, any individual or group on the basis of race, sex, color, ethnicity or national origin. (California Constitution Article I, Section 31.) [Cal Charter School Association, www.calcharters.org/2011/09/charter-school-enrollment-law-overview.html#oggedin]

E.C. Reems Academy Recruitment Policies and Procedures

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E.C. Reems Academy admits students based on the CDE Education Code Section 47605(b)(5)(G) and Prop 209. It is the intention of the school to reflect the community it serves, as well as serving any students, regardless of race, ethnicity, gender, nationality, disability, religion or sexual orientation.

Element H: Admission Requirements

Education Code 47605(b)(5)(H)
Admission requirements, if applicable

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Student Admissions Policies and Procedures (take underlining off)

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Ernestine C. Reems Academy will be nonsectarian in its program, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender nationality, race or ethnicity, religion, sexual orientation, or hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

As part of the Fall information Update, Ernestine C. Reems Academy will notify the District in writing of the application deadline and proposed lottery date. Ernestine C. Reems Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

Our Admission Requirements are aligned to Education Code 47605(b)(5)9H) regulations.

Enrollment

Open enrollment is conducted annually and is on-going to fill vacancies in grades Pre-K - 8.

Families may pick up enrollment applications if there is no need for a lottery and lottery applications if there are more applicants than vacancies. Applications will also be posted on the school website.

The application form will not request information relative to race, income, or employment.

The School will host open houses and public forums throughout the year to encourage families to consider E.C. Reems Academy as their school of choice.

Open Houses and Open Enrollment will be advertised in community papers, on radio and local television. Open Enrollment will be explained at Open Houses, on the website and during parent meetings with interested community members.

School will contact Pre-schools, community organizations, and area schools (feeders for middle school) to make presentations to students and families to encourage them to consider E.C. Reems Academy as their school of choice.

School will utilize social media: Twitter, Facebook and School Website to announce school programs, student success stories and activities to market school and open enrollment.

School parents will visit parents to increase awareness about the school and encourage families to enroll their children at E.C. Reems Academy.

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Enrollment Retention

PTO officers will meet with parents during school hours in the Parent Room to discuss parent participation, retention and outreach.

Parents and staff will meet with families at host homes and coffee clutches to discuss retention, parent satisfaction and needs.

Staff will conduct student satisfaction surveys to determine strengths and weaknesses; will use the information to improve school.

Lottery

For the purposes of the following procedures and rules, "Lottery" shall refer to the selection of applicant names by a random method such as a blind drawing of an individual name or a number associated with the name in a container until all of the names in the container have been exhausted.

Only one lottery will be conducted each year, the second week in February for each grade level.

When a name is drawn, it will be posted in a visible location until all vacancies have been filled and a new waiting list has been established.

Display of lottery winners will be posted in the school lobby by name.

When the names have been recorded, the lottery will be processed and parents will submit paperwork to complete the enrollment process.

When all vacancies have been filled by grade, the remaining applicants are placed on a Wait List by grade in enrollment number order.

All applicants received after Open Enrollment will be accepted on a "First-Come, First-Served" basis and will be added to the end of the Wait List in the order in which they were received.

The Wait List for any given year will be maintained for one school year and will be terminated the last school day of the year.

Enrollment Forms

Families must provide the following supporting documentation to complete admission process: Application, three forms of identification with current address (such as a mortgage statement, rental lease, cable bill, utility bill or phone bill), California driver's license, passport, birth certificate, transfer form from prior school, student's immunization records, and recent report card. In accordance. [Exception: students that fall under the scope of McKinney-Vento Homeless Assistance Act.]

Preferences

Types of preferences: sibling and homelessness

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Students with siblings have priority over other applicants and will be enrolled prior to lottery applicants.

The intent of sibling preference is to keep families together in school. Siblings can be biological, adoptive or members of a blended family. Siblings must reside in the same household to receive sibling preference.

Homeless students will be enrollment through a preference waiver, providing additional time to submit the required documents which includes school records, health records, proof of residence and guardianship.

All applicants must submit an application at Open Enrollment even if one was submitted the prior year.

Notification

Each year families will be given an "Intent to Return" form to determine enrollment projections for the upcoming school year. Families who decline their enrollment for the upcoming year will not be considered and will lose their enrollment status and will have to re-enter the lottery or open enrollment process.

Students who do not show up for school the first week of school will be dropped unless the parent of the enrolled student contacts the school to explain the absence and late start of the school year. If the parent fails to contact the school on or before the third day of school the student's space will be filled and the student's name will be placed at the bottom of the Wait List.

Ernestine C. Reems Academy acknowledges that pursuant to Article XVI section 8.5 (e) of the California Constitution, sections 2, 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(a)(c), and 35258 of the Education Code require schools, including Ernestine C. Reems Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Ernestine C. Reems Academy and of the District. Ernestine C. Reems Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Ernestine C. Reems Academy does not have that Ernestine C. Reems Academy needs in order to meet its obligations, the District shall provide the same to Ernestine C. Reems Academy in a reasonably timely manner upon request."

Element I: Financial (and Programmatic) Audit

Education Code 47605(b)(5)(l)

The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Annual Independent Financial Audit

An annual independent fiscal audit of the books and records of E.C. Reems Academy is conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of E.C. Reems Academy are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, reviews any audit exceptions or deficiencies and report to E.C. Reems Academy Governing Board with recommendations on how to resolve them. The Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of E.C. Reems Academy is public record to be provided to the public upon request.

Programmatic Audit

Commented [j36]: Does OUSD require this?

To the extent that E. C. Reems Academy is a recipient of federal funds, including federal Title 1, part A funds, E. C. Reems Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs, 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 limited to the following:

- 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

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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.

- Develop jointly with, and distribute to parents of participating children, a school-parent compact.
- Hold an annual Title 1 meeting for parents of participating Title 1 students.
- Develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy.

(E. C. Reems Academy 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.

In addition to fiscal auditing practices, the Charter School conducts annual programmatic audits to ensure that performance reporting is consistent with OUSD and E.C. Reems Academy standards and practices.

The process includes, but is not limited to, the following items:

- summary data showing pupil progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C
- an analysis of whether student performance is meeting the goals specified in Element B. This data is displayed on both a school-wide basis and disaggregated by the major racial and ethnic categories to the extent feasible without compromising student confidentiality
- a summary of major decisions and policies established by the Charter School's governing board during the year
- data on the level of parent involvement in the Charter School's governance and summary of data from an annual parent and student satisfaction survey
- staff data including qualifications
- a copy of the Charter School's health and safety policies and /or a summary of any major changes to those policies during the year
- information demonstrating whether the Charter School implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population
- an overview of the Charter School's admissions practices during the day and data regarding the numbers of pupils enrolled, the number on waiting lists, and the numbers of pupils expelled and/or suspended
- analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints

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- other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally
- Ernestine C. Reems Academy of Technology & Arts may receive funding in accordance with Education Code Section 47617 or its successors. It is the intent of Ernestine C. Reems Academy and OUSD to develop mutually agreeable Memoranda of Understanding that will adjust the apportionment's due to the Charter School pursuant to Education Code Section 47617 to accomplish the following:
 - adjust the Charter School's base revenue limit funding to reflect OUSD's usual difference in per-pupil spending at various grade levels (class reduction funds, etc.)
 - enable ECR, OUSD, and the District's Special Education Local Planning Act to jointly and cooperatively address the needs of special needs pupils and share in the costs and revenues associated with serving such pupils
 - compensate OUSD for the value of any services rendered, using a mutually agreed to direct service or other formulas agreed to in the MOU
 - address funds transfer and fiscal overview procedures

In addition to the revenue sources in Education Code Section 47617, OUSD will distribute other revenue sources that the District may share with the Charter School, to the extent that ECR pupils and programs generate funding entitlements. These other revenue sources can include, but are not limited to, the following sources and programs:

- The California State Lottery
- Categorical Block Grants
- Breakfast and Lunch Program Funding
- Charter school funding from the California Department of Education, the federal government, or other sources
- Any other available or mutually agreeable sources and funding for programs

Element J: Pupil Suspension and Expulsion

Education Code 47605(b)(5)(J)

The procedures by which pupils can be suspended or expelled.

Suspension and Expulsion

E. C. Reems Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves E. C. Reems Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. E. C. Reems Academy 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).

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the

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California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

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- ~~13.~~12. Knowningly received stolen school property or private property.
- ~~14.~~13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~15.~~14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- ~~16.~~15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- ~~17.~~16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ~~18.~~17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- ~~19.~~18. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- ~~20.~~19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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24-20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23-21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

24-22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

25-23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

26-24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

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- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own

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safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

u)s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u)t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u)u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

w)v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.

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- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

x)w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

y)x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon

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either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn

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declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The

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specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

In the case of special education student, or a student who receives 504 recommendations, E. C. Reems Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the

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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.

1. Notification of the District

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The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

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Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement System

Education Code 47605(b)(5)(K)

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security

Non-certificated employees at Ernestine C. Reems Academy of Technology & Arts will participate in the federal social security system. Certificated employees will participate in the State Teachers' Retirement System. The E.C. Reems Academy Executive Director will ensure that appropriate arrangements are made with the County Office of Education to ensure proper reporting in accordance with Education Code Section 47611.3. The County Office shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies in exchange for its actual costs for providing the service.

The Charter School's Governing Board retains the option to review all retirement systems to make adjustments that will, within the limits of the law, provide teachers and staff with viable and competitive retirement options. This clause is intended to support teacher and staff recruitment and retention.

Element L: Public School Attendance Alternatives

Education Code 47605(b)(5)(L)

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools

No student may be required to attend the Charter School. Pupils who opt not to attend Ernestine C. Reems Academy of Technology & Arts may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. The parents or guardians of each pupil enrolled in E.C. Reems Academy shall be informed on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Description of Employee Rights

Education Code 47605(b)(5)(M)

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Process

Education Code 47605(b)(5)(N)

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter

The staff and Governing Board members of E. C. Reems Academy agree to attempt to resolve all disputes between the District and E. C. Reems Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and E. C. Reems Academy except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(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:

To Charter School, c/o School Director:
E. C. Reems Academy

To Coordinator, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 10
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 facts 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 a 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

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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,

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Disputes Arising from within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board

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members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School.

OUSD shall not intervene in any such internal disputes without the consent of the Charter School's Governing Board and shall refer any complaints regarding such disputes to the Governing Board or designee for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the Charter School has requested OUSD to intervene in the dispute.

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Element O: Labor Relations

Education Code Section 47605 (b)(5)(O) *A declaration whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).*

Ernestine C. Reems Academy of Technology & Arts is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act ("EERA"). E.C. Reems Academy shall comply with the EERA.

Element P: (School) Closure Procedures

Education Code 47605(b)(5)(P)

A description of the procedures to be used if the charter school closes

Closure of E.C. Reems Academy will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of E.C. Reems Academy-, the District, the Alameda County Office of Education, E.C. Reems Academy's SELPA, the retirement systems in which E.C. Reems Academy's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of E.C. Reems Academy of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close E.C. Reems Academy.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, E.C. Reems Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of E.C. Reems Academy shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, E.C. Reems Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, E.C. Reems Academy will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by E.C. Reems Academy and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any

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reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to E.C. Reems Academy.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of E.C. Reems Academy-, all assets of E.C. Reems Academy , including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending E.C. Reems Academy , remain the sole property of E.C. Reems Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, E.C. Reems Academy shall remain solely responsible for all liabilities arising from the operation of E.C. Reems Academy.

As E.C. Reems Academy is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of E.C. Reems Academy. The Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix G-, E.C. Reems Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

Budget and Financial Reporting

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix F, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

E.C. Reems Academy provides reports to the District in accordance with Education Code Section 47604.33, and provides additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the E.C. Reems Academy' annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all the E.C. Reems Academy' receipts and expenditures for the preceding fiscal year.

Administrative Services

"The manner in which administrative services of the school are to be provided." Education Code Section 47605(g).

To ensure effective financial management, E.C. Reems Academy works with a back-office service contractor with expertise in finance, facilities, business management, and administration. At all times E.C. Reems Academy retains final authority and control over these functions. E.C. Reems Academy is currently working with Charter School Management Corporation (CSMC)), which provides business, financial, and technology services for over 34 charter campuses. This contract will be re-bid competitively as needed.

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The Executive Director at E.C. Reems Academy oversees the work of the selected business service company, which handles all back-office business functions, including: accounts

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payable/receivable; general accounting; payroll; and insurance and benefits administration. The company helps the Executive Director and Governing Board to create and monitor the annual budget and provides monthly budget and cash flow projections.

Facilities

The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

If E.C. Reems Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 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 E.C. Reems Academy moves or expands to another facility during the term of this charter, E.C. Reems Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. E.C. Reems Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department 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.

The Charter School is physically located at 8425 MacArthur Blvd, Oakland, California. There are two facilities on the site, a three-story school building and a house. The school building is the primary facility and houses seventeen of the twenty classrooms. The second building houses three classrooms. The facilities are leased from the Center of Hope Church and have an annual renewable lease. The primary facility was formally a Christian school owned and operated by the church.

Insurance

As it relates to insurance and safety Ernestine C. Reems Academy of Technology & Arts purchases and maintain as necessary general liability, errors and omissions, property, workers compensation, and unemployment insurance policies to protect against unforeseen circumstances.

Civil Liability Impact

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Reporting and Accountability

If E. C. Reems Academy DOES NOT TEST (i.e., STAR) with the District, E. C. Reems Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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.

External Reporting

E. C. Reems Academy 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.

Public Records

E.C. Reems Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c) and 35258 of the Education Code require schools, including E. C. Reems Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at E. C. Reems Academy and of the District. E. C. Reems Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that E. C. Reems Academy needs in order to meet its obligations under those authorities as well. To the extent that there is information that the District has, but that E. C. Reems Academy does not have that E. C. Reems Academy needs in order to meet its obligations, the District shall provide the same to E. C. Reems Academy in a reasonably timely manner upon request.

Addressing Parent Complaints

E. C. Reems Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. E. C. Reems Academy will not, at any time, refer to complaints to the District.

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.

E. C. Reems Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of complaint filed with E. C. Reems Academy alleging its noncompliance with these laws or alleging its noncompliance with these laws. E. C. Reems Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

E. C. Reems Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

E. C. Reems Academy will implement specific and continuing steps to notify application for admission and employment students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates and, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

District Fee for Oversight

The District may charge for the actual costs of supervisorial oversight of E.C. Reems Academy not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if E.C. Reems Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Impact on Charter Authorizer

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;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 - Final Unaudited 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

E.C.Reems Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- E.C. Reems Academy is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things monitor the fiscal condition of E.C. Reems Academy.

All Misc. and Impacts

E.C. Reems Academy must submit its renewal petition to the office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of E.C. Reems Academy in accordance with Education Code Section 47607. Any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Term and Renewal of Charter

In accordance with California Education Code §47607(a)(1), upon approval, this charter petition will be effective as of the date of approval and we petition for a period of five (5) fiscal years starting with the first fiscal year in which the school operates beginning July 1, 2014 and ending on June 30, 2019.

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E.C. Reems Academy may request from the Board of OUSD that an amendment be made to the charter at any time prior to expiration. E.C. Reems Academy will submit its renewal petition to the Oakland Unified School District no earlier than September of the year before the charter is due to expire and no later than January 31st of the year the charter is scheduled to expire. Charter amendments and renewals shall be governed by the standards and criteria in Education Code sections 47605 and 47607, and their implementing regulations.

Brian Reems
President, Board of Trustees

Date

**PERFORMANCE REPORT
GUIDELINES**

APPENDIX J

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

When reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1 What is distinctive about your school?

Ernestine C. Reems Academy of Technology and Arts, herein referred to as EC Reems Academy, provides hope to area youth residing in an under-served community. The majority of the students arrive at EC Reems Academy below grade level, unable to read, write, think critically, or focus. The teaching staff over the past thirteen years has historically closed the academic achievement gap of a population of students that otherwise would have become part of the dropout statistic that haunts OUSD and the City of Oakland.

Ernestine C. Reems Academy has been and is today the beacon along the Mac Arthur Corridor and East Oakland. More than 400 plus students have graduated from the school over the past thirteen years. The majority entered high school on grade level. Area charter high schools recruit our students annually stating that our students are ready to enter high school and prepared to for 9th grade. Envision, Unity, and LPS are annual recipients of our 8th grade class. A few students enroll in Oakland Tech, Skyline or Castlemont High Schools while others enroll outside of OUSD, choosing to attend San Leandro, San Lorenzo, and Fremont Public High Schools. Private schools also take an interest in our students and over the past four years, Orinda and Eastside College Preparatory High Schools have recruited our students.

There are several reasons our school is distinctive. Over the years more than half of the students attending our school began in Kindergarten or First grades. They have received an articulated framework that advances their skills on an annual basis. They develop strong character traits, are able to establish goals and succeed at meeting them, and work as community members. In disadvantaged communities such as East Oakland, these accomplishments are the very skills that if not developed sabotage their ability to excel in life.

The students test scores may not validate the fact that our students are achievers, however our high school entry success rate proves differently. Our test scores have dipped and recovered over the past several years. This is due in part to the fact that the other roughly fifty percent of the students enter our school below grade level and while providing interventions, it generally takes a year or two to develop grade level skills. The majority do reach grade level, though test scores may not reflect their achievement.

Our students succeed in an environment that does not contribute to their academic success. Our oldest graduates are 23-25 years of age and have completed college and entered careers, others are in the first two-three years of college and others have not chosen to attend college but are doing well on their jobs. Our students generally do not end up on the street unemployed, selling drugs or join gangs. Parents know their children will excel at our school.

Another distinctive difference between EC Reems Academy students and other area graduates is that our students return to volunteer at the school and refer family members and friends. In the past two years alumni have enrolled their five year olds in Kindergarten, creating second and third generation EC Reems Academy students. We have built a tradition along the MacArthur corridor proving that you can live in an disadvantaged community but do not have to succumb to poverty.

The alumni share that the education we provided laid the foundation to succeed academically and socially, as well as navigate through life purposely and focused. The distinction continues as part of a community family tradition, in that the majority of our students have or had siblings attending the school. The majority of our students arrive through word of mouth recommendations.

2 How effective is your school overall?

		5	4	3	2	1	
Evaluation:	Excellent			X			
							Unsatisfactory

How do you know?

On-line assessments, formative assessments, student work.

What are its notable strengths?

Teacher dedication. Professional Learning Community's Cycle of Inquiry approach to implementing Common Core curriculum and Data-Driven Improvements in Instruction, Learning and Assessment. Ongoing Professional Development activities focused on priorities described below.

What are the main priorities for improvement?

- Implementation of a comprehensive, student-centered, project and inquiry-based, curriculum, instructional model and learning environment that is aligned with California Common Core English Language Arts and Mathematics Content and Practice Standards
- Data-Driven Improvement in Instruction, Assessment, Student Learning and Achievement
- Utilization of High Yield Instructional Strategies to improve student competency and mastery of ELA and Mathematics Content and Practice Standards
- Implementation of Effective Classroom Management and Limit-Setting

Providing ongoing Professional Development training, support and evaluation in the four key areas described above.

3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Parent and student surveys, word of mouth comments

What do (a) students and (b) parents most like about the school?

Parents express an interest in accessible, accurate, relevant and consistent information and communication with the teachers and staff regarding their child's academic and social development. Parents, family and community members appreciate and value being part of the "EC Reems School family" that supports and cares about the social well-being and the academic development of its students.

Improvements and Actions to be taken:

3.a School website is being revamped in the 2013-14 school year to include additional access for parents, students and community members to relevant aspects of the EC Reems School Community. Parents and students will be able to confirm school events/activities, communicate with teachers, check on student class/homework assignments, curriculum standards, goals and objectives, and other data relevant to individual student academic performance and social development.

3.b Parents, students and teachers will be actively engaged on an ongoing, (trimester/annual) basis in creating and discussing the Student Performance, Progress, Promotion and Potential Portfolio (SP4 Portfolio) that will contain student testing data, classwork and projects that demonstrate student's proficiency and mastery of grade level ELA and Mathematics Content and Practice Standards, and development of critical and creative thinking and problem-solving skills.

3c. The process of creation and discussion of Student Portfolio will also provide opportunities for parents, students and teachers to increase their understanding of the ELA and Mathematics Common Core Content and Practice Standards, Computer and Classroom Normative and Summative Assessments and the Development of Higher Order Thinking and Problem-Solving skills.

3d. Parents, family and community member will be proactively recruited, encouraged and supported in participating in school-wide celebrations, activities, parent workshops, field trips and student performances via newsletters, school website and social media communication

What do they feel needs improvement, and what action is being taken?

The ability for students and parents to have on-line access to student grades, test results and scores.

Refocus PTO to educate parents and re-engage them in their student's academic program and to increase school volunteer opportunities for parents, family and community members.

Create parent-student campus experiences to support family relations, learning opportunities for parents (Reading program), and wellness and healthy eating to promote better health and reduce childhood illnesses that contribute to absenteeism rates and low performance.

4 How well do students achieve?

		5	4	3	2	1	
Evaluation:	Excellent		X				
How do you know?							Unsatisfactory

Analysis of STAR reading and math results indicate that even though the majority of students (Grades 3-8) began the current school year scoring in the Below Proficiency ranges (Basic/Below Basic/Far Below Basic, Below Grade Level Proficiency) in Reading and Math, the majority of students have demonstrated improvement in their STAR Reading and Math scores.

Local high school staff consistently state that EC Reems graduates perform at or above grade level in ELA and Math when they enter 9th grade.

In which subjects and grades do students do best, and why?

Review of current STAR testing data results indicate that students in K-2 perform the best academically and demonstrate consistent progress throughout the school year.

More than half of the K-2 Grade Teacher have been teaching at EC Reems for more than 3 years and have developed a coherent, cooperative Grade Level Team that supports each other in all aspects of instruction.

The K-2 teachers utilize evidence-based, teaching strategies, lesson plans, instructional materials and normative and summative classroom assessments that provide useful feedback to teachers and parents.

The K-2 teachers focus on reading fundamentals, provide consistency in routine and expectations, and maintain clear communications with parents that effectively engage them in assisting their children to learn and achieve.

In which subjects and grades is improvement needed, and what action is being taken?

Recent student test reveals that over 50% of EC Reems students in the 3rd-8th graders begin the academic school year Below Proficiency and Grade Level Equivalency (Basic/Below Basic) in ELA and Mathematics. Students will receive a comprehensive, grade level assessment of their ELA, Mathematics, (and other Cores Subjects) at the beginning of each school year (and on an ongoing, trimester/annual basis) utilizing evidence-based, grade-level, normative and summative assessments, (OARS/STAR/NWEA/SBAC).

Students performing Below Proficiency will be placed in Response To Intervention (RTI) Groups that will receive (at least 60 min/week) Differentiated Instruction specifically target at improving students' proficiency and mastery of specific ELA and Mathematics Content and Practice Standards identified in the OARS/STAR/NWEA/SBAC testing. Grade Level Teams, School Faculty and Leadership Team will meet on an ongoing (monthly, trimester, annual) basis to analyze, review and improve the Student Assessment and RTI Differentiated Instruction interventions.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

The overwhelming majority of students at EC Reems are African-American and Latino students. In the middle school years, African-American males tend to under-perform when compared to the females. When possible, all-male classes have been created and initial testing results indicate clear academic improvement for African American males. Students scoring Below Proficiency are identified and placed into Response to Intervention Groups that receive Differentiated Instruction and Assessment targeted at improving students' Proficiency and Mastery of specific ELA and Math content and practice Standards.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

		5	4	3	2	1	
Evaluation:	Excellent			X			

How do you know?

Teacher evaluations, formal and informal classroom visits, student work.

Which are the strongest features of teaching and learning, and why?

Teachers focused on improving students' academic performance from Below Grade Levels into Proficiency and Mastery range on ELA and Math normative and summative testing (STAR/OARS/Classroom Assessments).

Initial assessments and ongoing normative and summative testing (STAR/OARS) that identifies specific students in need of Differentiated Instruction targeted at improving Proficiency and Mastery of specific ELA and Math standards.

What aspects of teaching and learning most need improvement, and what action is being taken?

- i. Implementation of California Common Core-aligned curriculum, instruction and assessment
- ii. Utilization of Data-Driven improvement in Instruction, Assessment, Student Learning and Achievement.
- iii. Utilization of High Yield Instructional Strategies (particularly Inquiry-Project-based Instruction and Learning and Explicit Teaching of Thinking Skills) to improve student proficiency and mastery of ELA and Mathematics Content and Practice Standards.
- iv. Effective Classroom Management

A. Teachers will receive ongoing training, resources, support and evaluation in the implementation of Inquiry-based instruction and learning, specifically around student-centered, project-based activities that develop higher order critical and creative, and problem-solving skills.

B. Grade level and classroom curriculum scope, sequence maps, lesson plans, student work and classroom assessments will be reviewed by School Leadership Team on an ongoing (trimester/annual) basis to confirm the effective utilization of High Yield Instructional Strategies, particularly Inquiry-based Learning and Explicit Teaching (Thinking Skills).

C. The School Leadership Team will review the Professional Development schedule and results, and solicit feedback from teachers and staff on an ongoing (trimester/annual) basis on the effectiveness and needs of the Professional Development program.

6 How effective are the professional development opportunities provided to teachers and administrators?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Teacher evaluations and comments.

Which are the strongest features of professional development, and why?

Professional Development opportunities and activities are aligned with school-wide academic priorities: Implementation of Common Core Curriculum, Data-Driven Improvements in Instruction, Learning and Assessment, Integration of Technology into the classroom and Effective Classroom Management.

How are professional development activities selected and evaluated?

Teacher survey, staff meeting discussion and administrative team decisions based on teacher observations,.

What aspects of teaching and learning most need improvement, and what action is being taken?

6.a Teachers attend a Summer Professional Development Institute (one week in past, expanded to two weeks beginning summer 2014), dedicated to providing training, resources, support and evaluation of the primary school-wide educational objectives (CCSS Implementation, Data-Driven Improvement Instruction, Assessment, Student Learning and Achievement, Utilization of High Yield Instructional Strategies and Effective Classroom Management).

6.b Teachers attend quarterly, all-day Professional Development Training sessions, provided by the Alameda County Office of Education (ACOE), East Bay Charter School Association (EBCHA), Oakland Unified and other local School districts. During 2013-14, EC Reems Teachers have reported the trainings provided by the ACOE and EBCHA on Transition to Common Core, and Incorporating Common Core Mathematics Instructional Standards and Practices, and the comprehensive ACOE on-line resources to be of particular relevance and value during the Common Core transitional period.

6.c EC Reems Teachers, Staff and Leadership Team receive hands-on training during the Summer Institute and throughout the school year on the innovative and effective use of computer-based educational programs and resources (OARS/STAR/NWEA/SBAC testing, Accelerated Reader, PowerSchool, Grade Book, School-Dojo, and the Study Island/Descartes Continuum of Learning Educational Resources linked to NWEA testing.

6 d. EC Reems Teachers, Staff and School Leadership Team will receive ongoing Professional Development training, support, resources and evaluation on Effective Classroom Management and Limit-Setting during the Summer Institute, Professional Development Days, and, on a weekly/monthly basis during the weekly Faculty and Staff meetings.

6.e Grade level Teams, School Faculty, Staff and Leadership Team will utilize Professional Learning Community (PLC) and Cycle of Inquiry Models and Practices, as the foundation of ongoing Professional Development related to Data-Driven Instruction, Learning and Assessment, Implementation of High Yield Instructional Strategies and Effective Classroom Management and other issues related to the EC Reems School Community.

7 How effective is the assessment of student learning?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
How do you know?							
Improvement on monthly assessments and overall student work.							
What are the strongest features of assessment?							
STAR Reading and Math testing that is Common Core-based and provides teachers with specific ELA and Math Content and Practice Standards that students need targeted Differentiated Instruction to improve their Proficiency.							
What aspects need improvement, and what action is being taken?							
EC Reems students need to receive initial and ongoing normative and summative assessments that provide useful and relevant information regarding the student's academic progress, particularly regarding improved proficiency and mastery of grade level ELA and Mathematics Content and Practice Standards.							
A. OARS Normative, STAR/NWEA/SBAC testing data, student work and classroom summative and normative assessments are used on a biweekly, monthly, trimester and annual basis to determine which students are in need of remedial or supplemental Differentiated Instruction, depending on their level of proficiency, competency and mastery of ELA, Mathematics and other Core Subjects, Content and Practice Standards.							
B. Teachers will utilize relevant testing data, student work and classroom assessments to identify students in need of Differentiated Instruction (RTI Student Groups), targeted at specific ELA and Mathematics Standards to improving their proficiency, competency and mastery.							
C. Student work and testing data, demonstrating proficiency and mastery of ELA, Mathematics and Core Subjects Content and Practice Standards will be collected in the Student Portfolio, analyzed and discussed in Student-Parent-Teacher conferences on a trimester basis.							

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
How do you know?							
Demographic data							
What are the strongest aspects of efforts to a diverse student population?							
We have marketed the school through use of targeted mailings and flyers, advertising and newspaper articles. Parents living outside of East Oakland contact the school, but when they learn where we are located, they decline to transfer their children. Two dominant racial groups exist in East Oakland, African American and Hispanic. We market to these two populations to maintain enrollment.							
What aspects need improvement, and what action is being taken?							

Enrollment needs to be increased, particularly with new Transition-Kindergarten program. School staff will be making visits to local Pre-school Programs to market T-K program. Also, traditional recruitment/enrollment activities will continue in addition to social media outreach efforts with new school website and social media platforms. Staff will be reaching out to local churches, agencies and community organizations to recruit students.

9 How effective is the leadership and management of the school?

		5	4	3	2	1	
Evaluation:	Excellent			X			

How do you know?

School leadership team (Executive Director, new Principal and Board of Directors) has embraced implementation of Common Core Curriculum, Data-Driven Improvement in Instruction, Learning and Assessment and Effective Classroom Management as school-wide priorities and have aligned Professional Development activities, Grade Level Teams and School faculty meetings to achieve academic priorities.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

School Leadership Team (Executive Director and Principal) review Grade Level and Classroom Teacher lesson plans, instructional materials and assessments on an ongoing (trimester/annual) basis to assure ongoing implementation of Common Core Curriculum Standards. Teachers and School Leadership Team have ongoing weekly/monthly meetings to identify relevant and effective curriculum materials, professional development opportunities and other available educational resources.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Teachers are given feedback on an ongoing basis regarding their implementation of Common Core curriculum standards in daily classroom activities. Grade level teams periodically review curriculum scope and sequence, lesson plans and assessments and provide feedback to classroom teachers, including suggestions for improving instruction, learning and assessment. Teacher annual evaluations will have major component addressing effective implementation of Common Core curriculum.

Which aspects of leading and managing the academic performance of the school work best, and why?

Teacher observations and data management to drive instruction. Instruction is a combination of environment, planning, management, and resource use. Teacher observations and lesson plans can provide data pertaining to how the teacher functions in the classroom and degree of preparation. Data provides an objective view of student understanding and learning. Grade Level Teacher teams, School Faculty and Administration provide ongoing support, feedback and instructional strategies to classroom teachers.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

Identification and implementation of CCSS-aligned Scope and Sequence Curriculum maps, Lesson Plans, student work and assessments targeted at specific ELA and Math Content and Practice standards and appropriate instructional materials is an primary component of ongoing Professional Development activities/opportunities. Professional Learning Community/Cycle of Inquiry approach at Grade Level and School-wide facilitates improvements in students' academic performance.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory

How do you know?

Primarily through antidotal comments. Parent volunteer hours also supports collaboration and participation.

Which are the strongest features, and why?

The strongest feature is parent volunteerism. Parents that are pleased with the educational environment participate in the development and implementation of classroom and school activities and programs.

What most needs improvement, and what action is being taken?

a. School website is being revamped in the 2013-14 school year to include additional access for parents, students and community members to relevant aspects of the EC Reems School Community. Parents and students will be able to confirm school events/activities, communicate with teachers, check on student class/homework assignments, curriculum standards, goals and objectives, and other data relevant to individual student academic performance and social development.

b. Parents, students and teachers will be actively engaged on an ongoing, (trimester/annual) basis in creating and discussing the Student Performance, Progress, Promotion and Potential Portfolio (SP4 Portfolio) that will contain student testing data, classwork and projects that demonstrate student's proficiency and mastery of grade level ELA and Mathematics Content and Practice Standards, and development of critical and creative thinking and problem-solving skills.

c. The process of creation and discussion of Student Portfolio will also provide opportunities for parents, students and teachers to increase their understanding of the ELA and Mathematics Common Core Content and Practice Standards, Computer and Classroom Normative and Summative Assessments and the Development of Higher Order Thinking and Problem-Solving skills.

d. Parents, family and community member will be proactively recruited, encouraged and supported in participating in school-wide celebrations, activities, parent workshops, field trips and student performances via newsletters, school website and social media communication.

11 How effectively does the school community analyze and use school-wide data for continuous improvement?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory

How do you know?

School-wide focus on Data-driven Improvements in Instruction, Learning and Assessment were begun in 2012-13 with limited results. Large turnover in teaching staff prior to 2013-14 school year combined with transition to Common Core Curriculum, Instruction, Learning and Assessments dictated redesign and implementation of updated, school-wide emphasis on Data-Driven Instruction, Learning and Assessment that will continue on an ongoing basis throughout full implementation of Common Core curriculum.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Analysis of normative and summative test data (STAR/OARS/ Classroom Assessments are discussed in weekly and monthly Grade Level and School faculty meetings and are used to create Response to Intervention student groups that receive Differentiated Instruction targeted at improving student Proficiency and Mastery of specific ELA and Math content standards.

Describe how the school is training administrators and teachers to understand and use assessment data.

The teachers and administrators received web-based training on how to implement Accelerated Reading, Accelerated Math and OARS assessment tools and how alignment improves instruction and learning. Grade Level Teams and School Faculty review and discuss effective use of assessment data at weekly and monthly meetings,

To what extent are parents and students informed of student performance data individually and school-wide?

Students, parents and teachers meet on a trimester basis to review student individual testing data, classroom work and assessments that is stored in Student Portfolio. School-wide performance data will be available on new school website and will be discussed at Parent Workshops and Parent-Teacher conferences throughout the school year.

What most needs improvement, and what action is being taken?

1. Ongoing, proactive outreach efforts will be made on a weekly, monthly and trimester basis to engage parents and community members in utilizing school newsletters, website, parent workshops and social media communication to inform themselves about the impact of school-wide student testing data and efforts at continuous improvements in instruction, assessment, student learning and achievement.

2. Parents, students and teachers will discuss ongoing efforts at continuous improvement in instruction, assessment, student learning and achievement during the trimester conferences reviewing the Student Portfolio.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation: How do you know?	Excellent	5	4	3	2	1	Unsatisfactory
		X					

Student Study teams are the primary strategy used to identify students demonstrating academic or behavioral weaknesses, ELL students and students with disabilities are initially treated in the same manner as the general population. Upon completion of the prescribed interventions and the outcome, 1) the Resource Specialist will convene an IEP team to assess and determine type of disability and provide appropriate resources to address the deficits, 2) ELL students will be enrolled in our Reading Lab, 3) additional supports, e.g. tutoring, will be put in place.

Which are the strongest features, and why?

The Student Study Team is the strongest tool as it is the gateway to remediation or advancement to SPED. The SST determines interventions for school and home encouraging and requiring the participation of parents, caretakers, and social service representatives.

Finally, teachers share behaviors and individual student concerns each week during the Wednesday staff meeting. Creating the group invention strategies has been beneficial.

What most needs improvement, and what action is being taken?

Consistent and early intervention. Some teachers prefer to implement interventions on their own if they fail employ the use of an SST. We implemented a First Alert SST format this year to provide earlier and broader interventions.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

We are very effective. Student grades and assessment reports indicate academic growth overtime.

Which are the strongest features, and why?

The use of team reflection regarding student needs is a functional tool to diagnose student needs. The use of data helps confirm and further determine the need for additional or different types and levels of support and eventual remediation. The teachers use differentiated instruction, we have an onsite reading lab, after school tutoring, on-line programs, and small group after school intervention teams to support ELL, students with disabilities, i.e. students in need of remediation. Gifted student support is not as strong.

What most needs improvement, and what action is being taken?

A. English Language Learners, Students with Disabilities and Students in Need of Remediation, will receive all of their mandated IEP504 educational services, in addition to assignment to Response To Intervention Groups to receive Differentiated Instruction specifically targeted at ELA and Mathematics Content and Practice Standards.

B. Gifted Students will receive supplemental educational instruction, academic assignments and assessments designed to improve their competency and mastery of ELA, Mathematics and Core Subject Content and Practice Standards.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

Excellent

How do you know?

The Board attends meetings and seeks ways to support the school.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Board members are nominated to the Board of Trustees. The Trustees appoint members, selecting appointees from the nomination pool, as stated in the Board By-laws.

Brian Reems, President
 Adrienne Byias, Treasurer
 Keith Courts, Secretary
 Lee Lancaster, Member
 mber Lee, Member
 Kirby Harris, Member
 Leah Casey, Member, recently resigned
 Shazzan Key, Member
 Connie Davidson, Member
 Maisha House-Asemota, Member
 Zelon Harrison, Parent
 Saadiqah Raashid, Parent

Board Committees:

Finance
 Marketing

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The Boards primary roles and responsibilities are to oversee the financial health of the institution and insure the school is progressing. The Board most recently began to address the concerns of academic development, enrollment and finances.

To address these issues the Board determined a need to reset the board composition to increase its ability to support funding, exposure, academic review and guidance. Convene committees to focus on the above concerns and to intentionally carry out the Boards Strategic Plan that will carry them through 2016.

What are the notable features of the governing board in the school?

Genuine concern for the students and school growth.

How effectively does the governing board work with the school leader/s?

The Board and school leaders are in communication and support the school as needed.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Minimally effective. Board attends parent meeting.

Which are the strongest features, and why?

The teachers and parents are represented on the board and the representatives speak on behalf of the groups. They also communicate board decisions to the parent and teacher communities.

What most needs improvement, and what action is being taken?

The current process and procedures is being reset to become more inclusive and deliberate in involving parents, teachers and community members in the governance of the school.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

It is effective in ensuring fiscal soundness, though experiencing some financial hardships due to the state of the economy. It is also effectively ensuring legal compliance.

Which are the strongest features, and why?

The two are fairly equal, though legal compliance is slightly stronger because it is not affected by the state of a fluctuating economy.

What most needs improvement, and what action is being taken?

The area of greatest concern is fiscal soundness. We are addressing enrollment and turnaround to increase state and federal revenue, fundraising, and development to stabilize the annual budget. Administration has been reorganized to create an External Relations presence. This part of the COO's responsibilities includes, fundraising,

PR and marketing, board relations and community outreach. The COO and Principal collaborate to improve the school environment and strengthen external relations.

17 How effectively is the school managed fiscally?

		5	4	3	2	1	
Evaluation:	Excellent		X				

How do you know?

Given the state of funding, the school is managed effectively, and continues to adjust according to funding opportunities or restrictions.

Which aspects of the school's fiscal operations work best?

Communication with CSMC, back office staff, and in-house budget monitoring; meeting statutory requirements.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The systems are in place, additional revenue is the area requiring improvement. The system does not need current enhancements. It is not a system problem.

18 What are the most significant aids and/or barriers to raising student achievement?

The most significant aids and barriers to increasing student achievement are system changes noted throughout this document.

The most significant aids are part of the school's resetting, i.e. develop and consistency of Danielson's Framework, thus updating the way teachers are trained and supported, Marzano's instructional strategies to provide a systems approach to student (academic) development, and McKenzie's school-wide and classroom discipline plan and strategies to provide a healthy learning environment. The use of on-line assessment tools specifically OARS, Accelerated Reading and Accelerated Math significantly increases the teacher's ability to objectively identify areas of weakness and need for remediation.

The barriers to raising student achievement is resistance to change and external conditions. The staff is learning all of the tools to reset the school, there may be some resistance, though we have not experienced any to date. Additionally, transfer students often arrive well below grade level requiring higher levels of remediation that often restricts the teachers time to effectively instruct other students, hence the implementation of the First Alert strategy..

Charter Renewal Data Document

Name of school: Ernestine C Reems Academy of Technology and Arts				Name of School Leader: Lisa Blair		
Financial Information				Year	2012-2013	
Total Operational Budget		\$2.498m	Per Student Revenue		\$7,855	
Total Expenditure		\$2.821m	Expenditure Per Student		\$8,956	
Balance brought forward from previous year		4125,718	Projected balance carried forward to next year		\$197,500	
Special Populations	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Percentage of students receiving <i>free/reduced lunch</i>	88	91	92	93	83	
Percentage of ELL students	14	14	15	12	2	
Percentage of students with IEPs	3	5	6	13	12	
Percentage of students with 504 plans	0	0	0	1	1	
Pupil mobility in the school in prior year			Number of students			
Students who joined the school other than at the usual time of first admission						
Students who left the school other than at the usual time of leaving (excluding expulsions)						
Attendance for current and prior year P-2 ADA	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (most recent)	Attendance Rate to Date
School data	339.25	327.71	326.67	341.33	304.30	89.05%
Background of students 2011-12	Number of students/Percent of Students		Discipline - prior school year(10-11)		Suspension # of incidents	Expulsion # of incidents
African-American	150/61%		African-American		14	0
Asian/Pacific Islander	0		Asian/Pacific Islander		NA	0
Hispanic	29/12%		Hispanic		3	0
White	0		White		NA	NA
Mixed/ No Response	65/27%		Mixed/ No Response		0	0
Gender (male/female)	97/148		ELL		0	0
Homeless Students	0/0		SPED		4	0
			Gender (male/female)		11/6	0/0
			Homeless Students		0	0

Lottery/Waitlist Information

	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6	150	100	50
		7	200	100	100
		8	160	100	60
2011-2012 (for 2012-2013 school year)	June 2012	Documents lost in flood			
2010-2011 (for 2011-2012 school year)	June 2011	Documents lost in flood			
2009-2010 (for 2010-2011 school year)	July 2010	Documents lost in flood			
2008-2009 (for 2009-2010 school year)	July 2009	Documents lost in flood			

Graduation Information	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
HS only Graduation Rate – 12 th Grade	NA	NA	NA	NA	NA
Retention Rate (% of 12 th grade enrolled since grade 9)	NA	NA	NA	NA	NA

Post-Graduation Plans – HS Only

% attending 4-year college					
% attending 2-year college					
% attending vocational/technical training					
% joined military					
% working exclusively					

Teacher Recruitment/Retention

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total # of Teachers	21	21	21	21	21
#/% New Hires	7/33%	5/33%	4/19%	6/29%	5/33%
#/% Retained from Prior Year	14/66%	16/76%	17/81%	15/71%	16/76%
Total number of vacant teaching posts currently (FTE)					

AYP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Met?	No	No	No	No	No
% AMOS Met	Yes	No	No	No	No
% Proficient-AMOS: African-American	40.3/31.4	36.3/34.8	39.8/35.6	32/29.2	35.2/30.5

% Proficient-AMOS: Asian/PI	--	--	--	--	--
% Proficient-AMOS: Hispanic	27./22.9	44.2/34.9	35.6/51.1	43.2/51.1	52.5/55
% Proficient-AMOS: Mixed/No response	--	--	--	--	--
% Proficient-AMOS: White	--	--	--	--	--
% Proficient-AMOS: Socioeconomically Disadvantaged	37.3/30	34.2/32.6	37.6/37.7	33.4/34	37.2/34.9
ELL	16.2/13.5	42.1/36.8	33.3/52.8	46.9/59.4	
Students with disabilities	--	--	31.2/31.2	28.6/25	40.9/27.3
API	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
API	722	707	712	705	711
Statewide rank	2	2	1	1	1
Similar schools rank	7	7	6	4	4
CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Proficient/Advanced	30/8% (38%)	29%/7% (36%)	27%/10% (37%)	28%/10% (38%)	28/9% (36%)
Basic/Proficient/Advanced	37%/30/8% (74%)	38%/29%/7% (74%)	37%/27%/10% (74%)	40%/28%/10% (78%)	41%/28/9% (78%)
Below Basic/Far Below Basic	19%/6% (25%)	19%/8% (27%)	17%/9% (26%)	15%/7% (22%)	17%/6% (23%)
MATH					
Proficient/Advanced	21%/9% (30%)	22%/11% (33%)	26%/11% (37%)	28%/11% (39%)	24%/13% (37%)
Basic/Proficient/Advanced	35%/21%/9% (65%)	31%/22%/11% (64%)	30%/26%/11% (67%)	30%/28%/11% (69%)	24%/24%/13% (61%)
Below Basic/Far Below Basic	26%/9% (35%)	27%/9% (36%)	27%/6% (33%)	24%/7% (31%)	24%/4% (28%)
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate					

MEASURABLE PUPIL OUTCOMES – Insert MPO table from most recent Spring Site Visit, updated with most recent available data.

Statutory Renewal Threshold

1. API Growth Target:

Did school attain API Growth Target in prior year?	Yes
Did school attain API Growth Target in two of last three years?	No
Did school attain API Growth Target in the aggregate of the prior three years?	No

2. API Rank:	
<i>Is the school ranked 4 or higher on API in prior year?</i>	<i>No</i>
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	<i>No</i>
3. API Similar Schools Rank:	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	<i>Yes</i>
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	<i>Yes</i>
4. <i>Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</i>	<i>No</i>

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1 What is distinctive about your school?

Ernestine C. Reems Academy of Technology and Arts, herein referred to as EC Reems Academy, provides hope to area youth residing in an under-served community. The majority of the students arrive at EC Reems Academy below grade level, unable to read, write, think critically, or focus. The teaching staff over the past thirteen years has historically closed the academic achievement gap of a population of students that otherwise would have become part of the dropout statistic that haunts OUSD and the City of Oakland.

Ernestine C. Reems Academy has been and is today the beacon along the Mac Arthur Corridor and East Oakland. More than 400 plus students have graduated from the school over the past thirteen years. The majority entered high school on grade level. Area charter high schools recruit our students annually stating that our students are ready to enter high school and prepared for 9th grade. Envision, Unity, and LPS are annual recipients of our 8th grade class. A few students enroll in Oakland Tech, Skyline or Castlemont High Schools while others enroll outside of OUSD, choosing to attend San Leandro, San Lorenzo, and Fremont Public High Schools. Private schools also take an interest in our students and over the past four years, Orinda and Eastside College Preparatory High Schools have recruited our students.

There are several reasons our school is distinctive. Over the years more than half of the students attending our school began in Kindergarten or First grades. They have received an articulated framework that advances their skills on an annual basis. They develop strong character traits, are able to establish goals and succeed at meeting them, and work as community members. In disadvantaged communities such as East Oakland, these accomplishments are the very skills that if not developed sabotage their ability to excel in life.

The students test scores may not validate the fact that our students are achievers, however our high school entry success rate proves differently. Our test scores have dipped and recovered over the past several years. This is due in part to the fact that the other roughly fifty percent of the students enter our school below grade level and while providing interventions, it generally takes a year or two to develop grade level skills. The majority do reach grade level, though test scores may not reflect their achievement.

Our students succeed in an environment that does not contribute to their academic success. Our oldest graduates are 23-25 years of age and have completed college and entered careers, others are in the first two-three years of college and others have not chosen to attend college but are doing well on their jobs. Our students generally do not end up on the street unemployed, selling drugs or join gangs. Parents know their children will excel at our school.

Another distinctive difference between EC Reems Academy students and other area graduates is that our students return to volunteer at the school and refer family members and friends. In the past two years alumni have enrolled their five year olds in Kindergarten, creating second and third generation EC Reems Academy students. We have built a tradition along the MacArthur corridor proving that you can live in an disadvantaged community but do not have to succumb to poverty.

The alumni share that the education we provided laid the foundation to succeed academically and socially, as well as navigate through life purposely and focused. The distinction continues as part of a community family tradition, in that the majority of our students have or had siblings attending the school. The majority of our students arrive through word of mouth recommendations.

2 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

On-line assessments, formative assessments, student work.

What are its notable strengths?

Teacher dedication. Professional Learning Community's Cycle of Inquiry approach to implementing Common Core curriculum and Data-Driven Improvements in Instruction, Learning and Assessment. Ongoing Professional Development activities focused on priorities described below.

What are the main priorities for improvement?

a. Implementation of a comprehensive, student-centered, project and inquiry-based, curriculum, instructional model and learning environment that is aligned with California Common Core English Language Arts and Mathematics Content and Practice Standards

b. Data-Driven Improvement in Instruction, Assessment, Student Learning and Achievement

c. Utilization of High Yield Instructional Strategies to improve student competency and mastery of ELA and Mathematics Content and Practice Standards

d. Implementation of Effective Classroom Management and Limit-Setting

Providing ongoing Professional Development training, support and evaluation in the four key areas described above.

3 How well is the school regarded by its students and parents?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

Parent and student surveys, word of mouth comments

What do (a) students and (b) parents most like about the school?

Parents express an interest in accessible, accurate, relevant and consistent information and communication with the teachers and staff regarding their child's academic and social development. Parents, family and community members appreciate and value being part of the "EC Reems School family" that supports and cares about the social well-being and the academic development of its students.

Improvements and Actions to be taken:

3.a School website is being revamped in the 2013-14 school year to include additional access for parents, students and community members to relevant aspects of the EC Reems School Community. Parents and students will be able to confirm school events/activities, communicate with teachers, check on student class/homework assignments, curriculum standards, goals and objectives, and other data relevant to individual student academic performance and social development.

3.b Parents, students and teachers will be actively engaged on an ongoing, (trimester/annual) basis in creating and discussing the Student Performance, Progress, Promotion and Potential Portfolio (SP4 Portfolio) that will contain student testing data, classwork and projects that demonstrate student's proficiency and mastery of grade level ELA and Mathematics Content and Practice Standards, and development of critical and creative thinking and problem-solving skills.

3c. The process of creation and discussion of Student Portfolio will also provide opportunities for parents, students and teachers to increase their understanding of the ELA and Mathematics Common Core Content and Practice Standards, Computer and Classroom Normative and Summative Assessments and the Development of Higher Order Thinking and Problem-Solving skills.

3d. Parents, family and community member will be proactively recruited, encouraged and supported in participating in school-wide celebrations, activities, parent workshops, field trips and student performances via newsletters, school website and social media communication

What do they feel needs improvement, and what action is being taken?

The ability for students and parents to have on-line access to student grades, test results and scores.

Refocus PTO to educate parents and re-engage them in their student's academic program and to increase school volunteer opportunities for parents, family and community members.

Create parent-student campus experiences to support family relations, learning opportunities for parents (Reading program), and wellness and healthy eating to promote better health and reduce childhood illnesses that contribute to absenteeism rates and low performance.

4 How well do students achieve?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Analysis of STAR reading and math results indicate that even though the majority of students (Grades 3-8) began the current school year scoring in the Below Proficiency ranges (Basic/Below Basic/Far Below Basic, Below Grade Level Proficiency) in Reading and Math, the majority of students have demonstrated improvement in their STAR Reading and Math scores.

Local high school staff consistently state that EC Reems graduates perform at or above grade level in ELA and Math when they enter 9th grade.

In which subjects and grades do students do best, and why?

Review of current STAR testing data results indicate that students in K-2 perform the best academically and demonstrate consistent progress throughout the school year.

More than half of the K-2 Grade Teacher have been teaching at EC Reems for more than 3 years and have developed a coherent, cooperative Grade Level Team that supports each other in all aspects of instruction.

The K-2 teachers utilize evidence-based, teaching strategies, lesson plans, instructional materials and normative and summative classroom assessments that provide useful feedback to teachers and parents.

The K-2 teachers focus on reading fundamentals, provide consistency in routine and expectations, and maintain clear communications with parents that effectively engage them in assisting their children to learn and achieve.

In which subjects and grades is improvement needed, and what action is being taken?

Recent student test reveals that over 50% of EC Reems students in the 3rd-8th graders begin the academic school year Below Proficiency and Grade Level Equivalency (Basic/Below Basic) in ELA and Mathematics. Students will receive a comprehensive, grade level assessment of their ELA, Mathematics, (and other Cores Subjects) at the beginning of each school year (and on an ongoing, trimester/annual basis) utilizing evidence-based, grade-level, normative and summative assessments, (OARS/STAR/NWEA/SBAC).

Students performing Below Proficiency will be placed in Response To Intervention (RTI) Groups that will receive (at least 60 min/week) Differentiated Instruction specifically target at improving students' proficiency and mastery of specific ELA and Mathematics Content and Practice Standards identified in the OARS/STAR/NWEA/SBAC testing. Grade Level Teams, School Faculty and Leadership Team will meet on an ongoing (monthly, trimester, annual) basis to analyze, review and improve the Student Assessment and RTI Differentiated Instruction interventions.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

The overwhelming majority of students at EC Reems are African-American and Latino students. In the middle school years, African-American males tend to under-perform when compared to the females. When possible, all-male classes have been created and initial testing results indicate clear academic improvement for African American males. Students scoring Below Proficiency are identified and placed into Response to Intervention Groups that receive Differentiated Instruction and Assessment targeted at improving students' Proficiency and Mastery of specific ELA and Math content and practice Standards.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

		5	4	3	2	1	
Evaluation:	Excellent			X			

How do you know?

Teacher evaluations, formal and informal classroom visits, student work.

Which are the strongest features of teaching and learning, and why?

Teachers focused on improving students' academic performance from Below Grade Levels into Proficiency and Mastery range on ELA and Math normative and summative testing (STAR/OARS/Classroom Assessments).

Initial assessments and ongoing normative and summative testing (STAR/OARS) that identifies specific students in need of Differentiated Instruction targeted at improving Proficiency and Mastery of specific ELA and Math standards.

What aspects of teaching and learning most need improvement, and what action is being taken?

- i. Implementation of California Common Core-aligned curriculum, instruction and assessment
- ii. Utilization of Data-Driven improvement in Instruction, Assessment, Student Learning and Achievement.
- iii. Utilization of High Yield Instructional Strategies (particularly Inquiry-Project-based Instruction and Learning and Explicit Teaching of Thinking Skills) to improve student proficiency and mastery of ELA and Mathematics Content and Practice Standards.
- iv. Effective Classroom Management

A. Teachers will receive ongoing training, resources, support and evaluation in the implementation of Inquiry-based instruction and learning, specifically around student-centered, project-based activities that develop higher order critical and creative, and problem-solving skills.

B. Grade level and classroom curriculum scope, sequence maps, lesson plans, student work and classroom assessments will be reviewed by School Leadership Team on an ongoing (trimester/annual) basis to confirm the effective utilization of High Yield Instructional Strategies, particularly Inquiry-based Learning and Explicit Teaching (Thinking Skills).

C. The School Leadership Team will review the Professional Development schedule and results, and solicit feedback from teachers and staff on an ongoing (trimester/annual) basis on the effectiveness and needs of the Professional Development program.

6 How effective are the professional development opportunities provided to teachers and administrators?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Teacher evaluations and comments.

Which are the strongest features of professional development, and why?

Professional Development opportunities and activities are aligned with school-wide academic priorities: Implementation of Common Core Curriculum, Data-Driven Improvements in Instruction, Learning and Assessment, Integration of Technology into the classroom and Effective Classroom Management.

How are professional development activities selected and evaluated?

Teacher survey, staff meeting discussion and administrative team decisions based on teacher observations.

What aspects of teaching and learning most need improvement, and what action is being taken?

6.a Teachers attend a Summer Professional Development Institute (one week in past, expanded to two weeks beginning summer 2014), dedicated to providing training, resources, support and evaluation of the primary school-wide educational objectives (CCSS Implementation, Data-Driven Improvement Instruction, Assessment, Student Learning and Achievement, Utilization of High Yield Instructional Strategies and Effective Classroom Management).

6.b Teachers attend quarterly, all-day Professional Development Training sessions, provided by the Alameda County Office of Education (ACOE), East Bay Charter School Association (EBCHA), Oakland Unified and other local School districts. During 2013-14, EC Reems Teachers have reported the trainings provided by the ACOE and EBCHA on Transition to Common Core, and Incorporating Common Core Mathematics Instructional Standards and Practices, and the comprehensive ACOE on-line resources to be of particular relevance and value during the Common Core transitional period.

6.c EC Reems Teachers, Staff and Leadership Team receive hands-on training during the Summer Institute and throughout the school year on the innovative and effective use of computer-based educational programs and resources (OARS/STAR/NWEA/SBAC testing, Accelerated Reader, PowerSchool, Grade Book, School-Dojo, and the Study Island/Descartes Continuum of Learning Educational Resources linked to NWEA testing).

6 d. EC Reems Teachers, Staff and School Leadership Team will receive ongoing Professional Development training, support, resources and evaluation on Effective Classroom Management and Limit-Setting during the Summer Institute, Professional Development Days, and, on a weekly/monthly basis during the weekly Faculty and Staff meetings.

6.e Grade level Teams, School Faculty, Staff and Leadership Team will utilize Professional Learning Community (PLC) and Cycle of Inquiry Models and Practices, as the foundation of ongoing Professional Development related to Data-Driven Instruction, Learning and Assessment, Implementation of High Yield Instructional Strategies and Effective Classroom Management and other issues related to the EC Reems School Community.

7 How effective is the assessment of student learning?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

Improvement on monthly assessments and overall student work.

What are the strongest features of assessment?

STAR Reading and Math testing that is Common Core-based and provides teachers with specific ELA and Math Content and Practice Standards that students need targeted Differentiated Instruction to improve their Proficiency.

What aspects need improvement, and what action is being taken?

EC Reems students need to receive initial and ongoing normative and summative assessments that provide useful and relevant information regarding the student's academic progress, particularly regarding improved proficiency and mastery of grade level ELA and Mathematics Content and Practice Standards.

A. OARS Normative, STAR/NWEA/SBAC testing data, student work and classroom summative and normative assessments are used on a biweekly, monthly, trimester and annual basis to determine which students are in need of remedial or supplemental Differentiated Instruction, depending on their level of proficiency, competency and mastery of ELA, Mathematics and other Core Subjects, Content and Practice Standards.

B. Teachers will utilize relevant testing data, student work and classroom assessments to identify students in need of Differentiated Instruction (RTI Student Groups), targeted at specific ELA and Mathematics Standards to improving their proficiency, competency and mastery.

C. Student work and testing data, demonstrating proficiency and mastery of ELA, Mathematics and Core Subjects Content and Practice Standards will be collected in the Student Portfolio, analyzed and discussed in Student-Parent-Teacher conferences on a trimester basis.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Demographic data

What are the strongest aspects of efforts to a diverse student population?

We have marketed the school through use of targeted mailings and flyers, advertising and newspaper articles. Parents living outside of East Oakland contact the school, but when they learn where we are located, they decline to transfer their children. Two dominant racial groups exist in East Oakland, African American and Hispanic. We market to these two populations to maintain enrollment.

What aspects need improvement, and what action is being taken?

Enrollment needs to be increased, particularly with new Transition-Kindergarten program. School staff will be making visits to local Pre-school Programs to market T-K program. Also, traditional recruitment/enrollment activities will continue in addition to social media outreach efforts with new school website and social media platforms. Staff will be reaching out to local churches, agencies and community organizations to recruit students.

9 How effective is the leadership and management of the school?

		5	4	3	2	1	Unsatisfactory
Evaluation:	Excellent			X			

How do you know?

School leadership team (Executive Director, new Principal and Board of Directors) has embraced implementation of Common Core Curriculum, Data-Driven Improvement in Instruction, Learning and Assessment and Effective Classroom Management as school-wide priorities and have aligned Professional Development activities, Grade Level Teams and School faculty meetings to achieve academic priorities.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

School Leadership Team (Executive Director and Principal) review Grade Level and Classroom Teacher lesson plans, instructional materials and assessments on an ongoing (trimester/annual) basis to assure ongoing implementation of Common Core Curriculum Standards. Teachers and School Leadership Team have ongoing weekly/monthly meetings to identify relevant and effective curriculum materials, professional development opportunities and other available educational resources.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Teachers are given feedback on an ongoing basis regarding their implementation of Common Core curriculum standards in daily classroom activities. Grade level teams periodically review curriculum scope and sequence, lesson plans and assessments and provide feedback to classroom teachers, including suggestions for improving instruction, learning and assessment. Teacher annual evaluations will have major component addressing effective implementation of Common Core curriculum.

Which aspects of leading and managing the academic performance of the school work best, and why?

Teacher observations and data management to drive instruction. Instruction is a combination of environment, planning, management, and resource use. Teacher observations and lesson plans can provide data pertaining to how the teacher functions in the classroom and degree of preparation. Data provides an objective view of student understanding and learning. Grade Level Teacher teams, School Faculty and Administration provide ongoing support, feedback and instructional strategies to classroom teachers.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

Identification and implementation of CCSS-aligned Scope and Sequence Curriculum maps, Lesson Plans, student work and assessments targeted at specific ELA and Math Content and Practice standards and appropriate instructional materials is an primary component of ongoing Professional Development activities/opportunities. Professional Learning Community/Cycle of Inquiry approach at Grade Level and School-wide facilitates improvements in students' academic performance.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory

How do you know?

Primarily through antidotal comments. Parent volunteer hours also supports collaboration and participation.

Which are the strongest features, and why?

The strongest feature is parent volunteerism. Parents that are pleased with the educational environment participate in the development and implementation of classroom and school activities and programs.

What most needs improvement, and what action is being taken?

a School website is being revamped in the 2013-14 school year to include additional access for parents, students and community members to relevant aspects of the EC Reems School Community. Parents and students will be able to confirm school events/activities, communicate with teachers, check on student class/homework assignments, curriculum standards, goals and objectives, and other data relevant to individual student academic performance and social development.

b. Parents, students and teachers will be actively engaged on an ongoing, (trimester/annual) basis in creating and discussing the Student Performance, Progress, Promotion and Potential Portfolio (SP4 Portfolio) that will contain student testing data, classwork and projects that demonstrate student's proficiency and mastery of grade level ELA and Mathematics Content and Practice Standards, and development of critical and creative thinking and problem-solving skills.

c. The process of creation and discussion of Student Portfolio will also provide opportunities for parents, students and teachers to increase their understanding of the ELA and Mathematics Common Core Content and Practice Standards, Computer and Classroom Normative and Summative Assessments and the Development of Higher Order Thinking and Problem-Solving skills.

d. Parents, family and community member will be proactively recruited, encouraged and supported in participating in school-wide celebrations, activities, parent workshops, field trips and student performances via newsletters, school website and social media communication.

11 How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:

Excellent

5	4	3	2	1
		X		

Unsatisfactory

How do you know?

School-wide focus on Data-driven Improvements in Instruction, Learning and Assessment were begun in 2012-13 with limited results. Large turnover in teaching staff prior to 2013-14 school year combined with transition to Common Core Curriculum, Instruction, Learning and Assessments dictated redesign and implementation of updated, school-wide emphasis on Data-Driven Instruction, Learning and Assessment that will continue on an ongoing basis throughout full implementation of Common Core curriculum.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Analysis of normative and summative test data (STAR/OARS/ Classroom Assessments) are discussed in weekly and monthly Grade Level and School faculty meetings and are used to create Response to Intervention student groups that receive Differentiated Instruction targeted at improving student Proficiency and Mastery of specific ELA and Math content standards.

Describe how the school is training administrators and teachers to understand and use assessment data.

The teachers and administrators received web-based training on how to implement Accelerated Reading, Accelerated Math and OARS assessment tools and how alignment improves instruction and learning. Grade Level Teams and School Faculty review and discuss effective use of assessment data at weekly and monthly meetings,

To what extent are parents and students informed of student performance data individually and school-wide?

Students, parents and teachers meet on a trimester basis to review student individual testing data, classroom work and assessments that is stored in Student Portfolio. School-wide performance data will be available on new school website and will be discussed at Parent Workshops and Parent-Teacher conferences throughout the school year.

What most needs improvement, and what action is being taken?

1. Ongoing, proactive outreach efforts will be made on a weekly, monthly and trimester basis to engage parents and community members in utilizing school newsletters, website, parent workshops and social media communication to inform themselves about the impact of school-wide student testing data and efforts at continuous improvements in instruction, assessment, student learning and achievement.

2. Parents, students and teachers will discuss ongoing efforts at continuous improvement in instruction, assessment, student learning and achievement during the trimester conferences reviewing the Student Portfolio.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

How do you know?

Student Study teams are the primary strategy used to identify students demonstrating academic or behavioral weaknesses, ELL students and students with disabilities are initially treated in the same manner as the general population. Upon completion of the prescribed interventions and the outcome, 1) the Resource Specialist will convene an IEP team to assess and determine type of disability and provide appropriate resources to address the deficits, 2) ELL students will be enrolled in our Reading Lab, 3) additional supports, e.g. tutoring, will be put in place.

Which are the strongest features, and why?

The Student Study Team is the strongest tool as it is the gateway to remediation or advancement to SPED. The SST determines interventions for school and home encouraging and requiring the participation of parents, caretakers, and social service representatives.

Finally, teachers share behaviors and individual student concerns each week during the Wednesday staff meeting. Creating the group intervention strategies has been beneficial.

What most needs improvement, and what action is being taken?

Consistent and early intervention. Some teachers prefer to implement interventions on their own if they fail employ the use of an SST. We implemented a First Alert SST format this year to provide earlier and broader interventions.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

We are very effective. Student grades and assessment reports indicate academic growth overtime.

Which are the strongest features, and why?

The use of team reflection regarding student needs is a functional tool to diagnose student needs. The use of data helps confirm and further determine the need for additional or different types and levels of support and eventual remediation. The teachers use differentiated instruction, we have an onsite reading lab, after school tutoring, on-line programs, and small group after school intervention teams to support ELL, students with disabilities, i.e. students in need of remediation. Gifted student support is not as strong.

What most needs improvement, and what action is being taken?

A. English Language Learners, Students with Disabilities and Students in Need of Remediation, will receive all of their mandated IEP504 educational services, in addition to assignment to Response To Intervention Groups to receive Differentiated Instruction specifically targeted at ELA and Mathematics Content and Practice Standards.

B. Gifted Students will receive supplemental educational instruction, academic assignments and assessments designed to improve their competency and mastery of ELA, Mathematics and Core Subject Content and Practice Standards.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

The Board attends meetings and seeks ways to support the school.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Board members are nominated to the Board of Trustees. The Trustees appoint members, selecting appointees from the nomination pool, as stated in the Board By-laws.

Brian Reems, President
 Adrienne Byias, Treasurer
 Keith Courts, Secretary
 Lee Lancaster, Member
 Amber Lee, Member
 Kirby Harris, Member
 Leah Casey, Member, recently resigned
 Shazzan Key, Member
 Connie Davidson, Member
 Maisha House-Asemota, Member
 Zelon Harrison, Parent
 Saadiqah Raashid, Parent
 Maisha Alisse House-Asemota, Member

Board Committees:

Accountability and Compliance
 Finance
 Fund Development
 Operations

Advisories:

Academic Advisory
 Performing Arts Advisory

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The Boards primary roles and responsibilities are to oversee the financial health of the institution and insure the school is progressing. The Board most recently began to address the concerns of academic development, enrollment and finances.

To address these issues the Board determined a need to reset the board composition to increase its ability to support funding, exposure, academic review and guidance. Convene committees to focus on the above concerns and to intentionally carry out the Boards Strategic Plan that will carry them through 2016.

What are the notable features of the governing board in the school?

Genuine concern for the students and school growth.

How effectively does the governing board work with the school leader/s?

The Board and school leaders are in communication and support the school as needed.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

Minimally effective. Board attends parent meeting.

Which are the strongest features, and why?

The teachers and parents are represented on the board and the representatives speak on behalf of the groups. The also communicate board decisions to the parent and teacher communities.

What most needs improvement, and what action is being taken?

The current process and procedures is being reset to become more inclusive and deliberate in involving parents, teachers and community members in the governance of the school.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

It is effective in ensuring fiscal soundness, though experiencing some financial hardships due to the state of the economy. It is also effectively ensuring legal compliance.

Which are the strongest features, and why?

The two are fairly equal, though legal compliance is slightly stronger because it is not affected by the state of a fluctuating economy.

What most needs improvement, and what action is being taken?

The area of greatest concern is fiscal soundness. We are addressing enrollment and turnaround to increase state and federal revenue, fundraising, and development to stabilize the annual budget. Administration has been

reorganized to create an External Relations presence. This part of the COO's responsibilities includes, fundraising, PR and marketing, board relations and community outreach. The COO and Principal collaborate to improve the school environment and strengthen external relations.

17 How effectively is the school managed fiscally?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

Given the state of funding, the school is managed effectively, and continues to adjust according to funding opportunities or restrictions.

Which aspects of the school's fiscal operations work best?

Communication with CSMC, back office staff, and in-house budget monitoring; meeting statutory requirements.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The systems are in place, additional revenue is the area requiring improvement. The system does not need current enhancements. It is not a system problem.

18 What are the most significant aids and/or barriers to raising student achievement?

The most significant aids and barriers to increasing student achievement are system changes noted throughout this document.

The most significant aids are part of the school's resetting, i.e. develop and consistency of Danielson's Framework, thus updating the way teachers are trained and supported, Marzano's instructional strategies to provide a systems approach to student (academic) development, and McKenzie's school-wide and classroom discipline plan and strategies to provide a healthy learning environment. The use of on-line assessment tools specifically OARS, Accelerated Reading and Accelerated Math significantly increases the teacher's ability to objectively identify areas of weakness and need for remediation.

The barriers to raising student achievement is resistance to change and external conditions. The staff is learning all of the tools to reset the school, there may be some resistance, though we have not experienced any to date. Additionally, transfer students often arrive well below grade level requiring higher levels of remediation that often restricts the teachers time to effectively instruct other students, hence the implementation of the First Alert strategy..

Charter Renewal Data Document

Name of school: Ernestine C Reems Academy of Technology and Arts				Name of School Leader: Lisa Blair		
Financial Information				Year	2012-2013	
Total Operational Budget		\$2.498m	Per Student Revenue		\$7,855	
Total Expenditure		\$2.821m	Expenditure Per Student		\$8,956	
Balance brought forward from previous year		4125,718	Projected balance carried forward to next year		\$197,500	
Special Populations	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Percentage of students receiving <i>free/reduced lunch</i>	88	91	92	93	83	
Percentage of ELL students	14	14	15	12	2	
Percentage of students with IEPs	3	5	6	13	12	
Percentage of students with 504 plans	0	0	0	1	1	
Pupil mobility in the school in prior year			Number of students			
Students who joined the school other than at the usual time of first admission						
Students who left the school other than at the usual time of leaving (excluding expulsions)						
Attendance for current and prior year P-2 ADA	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (most recent)	Attendance Rate to Date
School data	339.25	327.71	326.67	341.33	304.30	89.05%
Background of students 2011-12	Number of students/Percent of Students		Discipline - prior school year(10-11)		Suspension # of incidents	Expulsion # of incidents
African-American	150/61%		African-American		14	0
Asian/Pacific Islander	0		Asian/Pacific Islander		NA	0
Hispanic	29/12%		Hispanic		3	0
White	0		White		NA	NA
Mixed/ No Response	65/27%		Mixed/ No Response		0	0
Gender (male/female)	97/148		ELL		0	0
Homeless Students	0/0		SPED		4	0
			Gender (male/female)		11/6	0/0
			Homeless Students		0	0

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6	150	100	50
		7	200	100	100
		8	160	100	60
2011-2012 (for 2012-2013 school year)	June 2012	Documents lost in flood			
2010-2011 (for 2011-2012 school year)	June 2011	Documents lost in flood			
2009-2010 (for 2010-2011 school year)	July 2010	Documents lost in flood			
2008-2009 (for 2009-2010) school year	July 2009	Documents lost in flood			

Graduation Information	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
HS only Graduation Rate – 12 th Grade	NA	NA	NA	NA	NA
Retention Rate (% of 12 th grade enrolled since grade 9)	NA	NA	NA	NA	NA

Post-Graduation Plans – HS Only

% attending 4-year college					
% attending 2-year college					
% attending vocational/ technical training					
% joined military					
% working exclusively					

Teacher Recruitment/Retention

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total # of Teachers	21	21	21	21	21
#/% New Hires	7/33%	5/33%	4/19%	6/29%	5/33%
#/% Retained from Prior Year	14/66%	16/76%	17/81%	15/71%	16/76%
Total number of vacant teaching posts currently (FTE)					

AYP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Met?	No	No	No	No	No
% AMOS Met	Yes	No	No	No	No
% Proficient-AMOS: African-American	40.3/31.4	36.3/34.8	39.8/35.6	32/29.2	35.2/30.5

% Proficient-AMOS: Asian/PI	--	--	--	--	--
% Proficient-AMOS: Hispanic	27./22.9	44.2/34.9	35.6/51.1	43.2/51.1	52.5/55
% Proficient-AMOS: Mixed/No response	--	--	--	--	--
% Proficient-AMOS: White	--	--	--	--	--
% Proficient-AMOS: Socioeconomically Disadvantaged	37.3/30	34.2/32.6	37.6/37.7	33.4/34	37.2/34.9
ELL	16.2/13.5	42.1/36.8	33.3/52.8	46.9/59.4	
Students with disabilities	--	--	31.2/31.2	28.6/25	40.9/27.3
API	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
API	722	707	712	705	711
Statewide rank	2	2	1	1	1
Similar schools rank	7	7	6	4	4
CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Proficient/Advanced	30/8% (38%)	29%/7% (36%)	27%/10% (37%)	28%/10% (38%)	28/9% (36%)
Basic/Proficient/Advanced	37%/30/8% (74%)	38%/29%/7% (74%)	37%/27%/10% (74%)	40%/28%/10% (78%)	41%/28/9% (78%)
Below Basic/Far Below Basic	19%/6% (25%)	19%/8% (27%)	17%/9% (26%)	15%/7% (22%)	17%/6% (23%)
MATH					
Proficient/Advanced	21%/9% (30%)	22%/11% (33%)	26%/11% (37%)	28%/11% (39%)	24%/13% (37%)
Basic/Proficient/Advanced	35%/21%/9% (65%)	31%/22%/11% (64%)	30%/26%/11% (67%)	30%/28%/11% (69%)	24%/24%/13% (61%)
Below Basic/Far Below Basic	26%/9% (35%)	27%/9% (36%)	27%/6% (33%)	24%/7% (31%)	24%/4% (28%)
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate					

MEASURABLE PUPIL OUTCOMES – Insert MPO table from most recent Spring Site Visit, updated with most recent available data.

API Growth Target:	
<i>Did school attain API Growth Target in prior year?</i>	<i>Yes</i>
<i>Did school attain API Growth Target in two of last three years?</i>	<i>No</i>
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	<i>No</i>
Rank:	
<i>Did the school ranked 4 or higher on API in prior year?</i>	<i>No</i>
<i>Did the school ranked 4 or higher on API in two of last three years?</i>	<i>No</i>
API Similar Schools Rank:	
<i>Did the school ranked a 4 or higher on API Similar Schools in prior year?</i>	<i>Yes</i>
<i>Did the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	<i>Yes</i>
<i>Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</i>	<i>No</i>