

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Jorge Lopez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Oakland Charter Academy

(As it should appear in the official records)

School Mailing Address 3001 International Blvd.

(If address is P.O. Box, also include street address.)

Oakland

California

94601-2203

City

State

Zip Code+4(9 digits total)

County Alameda

State School Code Number* 01612596111660

Telephone (510) 532-6751

Fax (510) 532-6753

Web site/URL www.oaklandcharter.net

E-mail jlopez@oaklandcharter.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Vince Matthewsnone

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oakland Unified School District

Tel. (510) 879-4000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Khalif Muhammad

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 65 Elementary schools
 _____ 19 Middle schools
 _____ 0 Junior High Schools
 _____ 18 High schools
 _____ 42 Other
 _____ 144 TOTAL
2. District Per Pupil Expenditure: _____ 8675
 Average State Per Pupil Expenditure: _____ 7077

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] Urban or large central city
 [] Suburban school with characteristics typical of an urban are
 [] Suburban
 [] Small city or town in a rural are
 [] Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	24	19	43
K			0	8	16	33	49
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	29	29	58				
TOTAL STUDENTS IN THE APPLYING SCHOOL							150

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 4 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 93 | % Black or African American |
| 0 | % Hispanic or Latino |
| 0 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 8 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	154
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 22 %
- | | |
|----|---|
| 33 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 99 %

Total number students who qualify: 149

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{2}{4}$ %
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>4</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialist	<u>0</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>1</u>	<u>0</u>
Total number	<u>9</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 25 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	98 %	96 %	88 %	0 %
Daily teacher attendance	99 %	98 %	99 %	85 %	0 %
Teacher turnover rate	5 %	5 %	100 %	0 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

In 2005, Oakland Charter Academy underwent a major reorganization. The same year, The Principal was fired and the entire staff replaced due to serious academic and community relations problems.

PART III - SUMMARY

In 1993, a group of Latino parents and community members presented a charter proposal to the Oakland Unified School Board in hopes of starting what was soon to be the first public charter school in Oakland Ca, the fourteenth in the state. Parents were looking for a safe and productive middle school in their area, but their pleas were ignored. Thus, with the passing of SB 1448 in 1992, the group developed a consensus and developed the charter plan to establish a community middle school in their neighborhood that would offer a challenging academic program in a safe atmosphere. Oakland Charter Academy (OCA) opened its doors in the Fall of 1993. While Oakland Charter Academy was certainly smaller than the surrounding middle schools, the results were not what the parents aspired for.

Ten years after opening as the first charter school in Oakland, OCA had continual dismal test scores, internal fighting among staff and administrators, and a parent group that fought (physically and verbally) with staff. At one point, the parents group, led by the school's janitor, took over the school building, locked the administration out, and changed the locks. The academic model was driven by a Spanish dual language academic model that called for the hiring of three Spanish language teachers and only one English teacher even though the school's population was 99% Latino immigrants who spoke little English.

By 2004, OCA was in year 2 Program Improvement facing state sanctions, and had undergone more than seven Administrators. In 2005, OCA's approach changed and the focus became to produce high test scores and ambitious, poor minority college-bound students by emphasizing mandatory attendance, increased classroom hours; zero tolerance for bad behavior; a homework-laden curriculum stripped of cultural, linguistic, or artistic coursework; and inspirational or menacing speeches as necessary.

With a bottom line approach to academics in place, the new OCA administration replaced the entire teaching and office staff within the first month. New teachers were hired based on content expertise, and the student population of 98% Poor Latino students was not to be patronized again at Oakland Charter Academy. The old dual language educational model was eliminated and the new structured academic model was implemented in the summer of 2004.

By May 2005, after less than one school after the reorganization, 33 percent of OCA students tested proficient in math, and 35 percent tested proficient in English, according to state figures. By the spring of 2006, 66 percent of the school's seventh graders were proficient in math, 68 percent in English. Oakland Charter Academy experienced 600% improvement within 2 years. This has been the most effective change ever witnessed in an Oakland flatland public school. From this once dilapidated Fruitvale District street corner, Oakland Charter Academy has outperformed all but one middle school in Oakland. In 2007, Oakland Charter Academy received an API score of 896, ranking it amongst the highest performing schools in the state.

Mission:

Oakland Charter Academy serves 150 inner-city students in 6th through 8th grade. The focus of OCA is excellent student attendance (98%) that helps to ensure that the academic needs of students interested in attending our school are met. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities so they may compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.

Vision:

Oakland Charter Academy advances students' motivation and belief in achievement while in the pursuit of a well rounded education. We are a free and public charter school that believes in the promise of hard working students from diverse perspectives, socio economic status, backgrounds, and talents. OCA challenges every student to strive towards a purpose larger than the self.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each spring, California students in grades 2 through 11 take a series of tests through the Standardized Testing and Reporting program, more commonly known as STAR. The tests in the STAR Program are based on the California Content Standards for English-Language Art, Mathematics, Science, and History/Social Science. These standards describe what all students should know and be able to do by the end of each grade level or high school course.

To help clarify the performance levels, the STAR Student Report color-codes the performance levels, using a traffic signal color scheme. Scores that meet the state target of Proficient or above are color-coded green. Just like a traffic light, green means 'Go, conditions are good.' Scores that are below the state target, in the Basic range, are color-coded yellow. Yellow means 'Caution! Look carefully at what your child is doing in school.' Scores of Below Basic and Far Below Basic indicate that the student had significant difficulty with the test. These scores are coded red to mean 'Stop! Conditions are serious. Talk to your child and your child's teacher immediately.'

In grades 2 through 11, the California Standards Tests (CST) covers English-language arts and mathematics. In grades 8, 10 and 11, the test adds history-social science. In grade 5, 8 and 10, students take a science test. The test results tell you how students and the school compare with other students and schools across the country. If a student, for example, scored in the 75th percentile, this means that he or his school scored equal to or better than 75% of students nationally.

The No Child Left Behind Act enacted in 2001, desegregates student data by different areas such as ethnicity, income status, etc. These are known as subgroups. Every subgroup must have at least 85% of student's test, and must meet predetermined growth targets to suffice what are known as the Average Yearly Progress (AYP) for all subgroups.

Oakland Charter Academy is composed of a predominantly low-income Latino population. Oakland Charter Academy has consistently outperformed the state of California on the state standards for math and reading. Our subgroups are the following:

1. Hispanic
2. Free and reduced lunch/socioeconomic status

In reading, all OCA Sixth grade increased the amount of students scoring proficient or higher from 9% in 2004 to 35% in 2005 to 71% in 2006 to 77% in 2007.

In mathematics, all OCA Sixth grade increased the amount of students scoring proficient or higher from 15% in 2004 to 33% in 2005 to 69% in 2006 to 71% in 2007.

In reading, economically disadvantaged students at OCA in Sixth grade increased the amount of students scoring proficient or higher from 9% in 2004 to 35% in 2005 to 71% in 2006 to 77% in 2007.

In mathematics, economically disadvantaged students at OCA in Sixth grade increased the amount of students scoring proficient or higher from 15% in 2004 to 33% in 2005 to 69% in 2006 to 71% in 2007.

All of our subgroups met the requirements for their subgroups and performed consistently across the entire STAR exam.

A complete list of the Content Standards for California Public Schools can be found on the California Department of Education's website at <http://www.cde.ca.gov/standards>. STAR reports for every school can be found at www.cde.ca.gov, and at www.ed-data.k12.ca.us and www.greatschools.net is a more user friendly information website for parents.

Oakland Charter Academy is committed to consistently improving student achievement on the California State Standards Test. We will continue to be committed to accountability based on the student test data.

2. Using Assessment Results:

OCA will have a rigorous assessment and goal-setting program to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. It is

our belief that actionable achievement data and best practices from high performing schools are the best tools to raise academic achievement.

We believe strongly that all children in our state can reach grade-level proficiency and that schools can close achievement gaps by following these five basic strategies proven to work in our school system:

1. Data drives and informs all of our improvement
2. Common myths and excuses are dispelled for our students with data.
3. Partnering with high performing schools to learn what works, is important to our growth.
4. Productive, organized and focused grade level meetings are vital to OCA.
5. Targeted assistance that supports improvement for low performing students is mandatory.

The scores from all student assessments will be analyzed and shared with each family. Teachers and the administrator will critically analyze student data, identify strengths and develop individualized learning plans and defined goals for their students and classrooms.

OCA will use the following assessments:

- a. State Required Tests: All state required tests will be given and analyzed closely (STAR, CELDT, etc.)
- b. Skills Connection: Test Generator software.
- c. Other Standardized Tests: PSAT and SAT.
- d. Traditional Classroom Assessments: Quizzes, essays, projects and exams will be delivered regularly in each class.

Students will also be measured in non-curricular areas such as class attendance to ensure they are performing at the level stated in the school's mission statement. It is our belief that non-curricular areas, such as attendance, are often ignored at urban middle schools. When it comes to student achievement, we believe that students develop quicker when they are held accountable for both attendance and performance.

3. Communicating Assessment Results:

Goals will be clearly communicated to students and families. Student progress will be tracked and discussed with families on a regular basis.

Oakland Charter Academy has a mandatory 3 week summer program for all students. During the summer program, teachers meet individually with students and their guardians to discuss assessment levels as they prepare to enter successive grade. During this meeting the teacher, parent, and student will formulate academic goals and objectives for their individual student.

Teachers will also establish a benchmark for their classroom as well using the previous classroom data as a benchmark for future work. The teachers will meet as a group with the Principal to discuss commonalities or any discrepancies across all grade levels. Once school wide trends are targeted through the data, the teacher will then break into grade level specifics. It is from these meetings where the Administrator will gather the data to send out the expectations to the parents and family members.

Every 3 weeks, throughout the school year, family members will be receiving individual student performance updates to keep them abreast of their child's progress. Should there be any questions, on behalf of the parents; the teacher will schedule a formal meeting with the student and family.

All of our findings are shared with the Charter School Consortium members, whom also conduct the same process at their specific school sites. Charter Consortium mid year trainings may be focused to address any trends that may begin to emerge from the individual schools.

4. Sharing Success:

Oakland Charter Academy is a member of the Oakland Charter School Consortium which is composed of different charter schools in the city. Through our participation with the Consortium, we share data, information, and best practices among all participating schools. We also share resources and participate in Consortium workshops as a cohort. Oakland Charter Academy has benefited from establishing a 'sister school' relationship with American Indian Public Charter School, the only other Blue Ribbon Award recipient in the city of Oakland and the second oldest charter school in the city. Through our partnership, we have benefited from teacher mentors and school visits which are essential to new teachers.

As part of our agreement with the Consortium, Oakland Charter Academy will now also serve as a 'Mentor' school to a low performing charter school in the city. This year, Oakland Charter Academy will work closely with East Oakland Leadership Academy, a k-8 charter school in East Oakland, CA. OCA will begin to mentor their staff members and also begin to establish regular school visits with the low

performing school.

Oakland Charter Academy will also work very closely with Oakland Charter High School, a new charter school in the same community as OCA. Through our work together, we hope to establish a strong 6-12th grade school system for low income urban minority youth residing in East Oakland, CA.

Oakland Charter Academy is also part of the California Charter Schools Association (CCSA), a statewide charter group that offers trainings, workshops and statewide networking among statewide charter schools. The CCSA provides a weekly online newsletter to member schools to keep all abreast of any news, laws or funding opportunities that may arise. The CCSA also host a statewide charter school conference every year where schools are invited to present, or simply collaborate with other schools. Oakland Charter Academy staff has served as a presenter at a CCSA state wide conference. We will continue to work with these organizations and search for other partner organizations who also believe in high academic expectations for all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

State-approved textbooks aligned with state standards provide the content basis for OCA courses of study. OCA believes that investing in exceptional textbooks will provide an outstanding framework for standards-based instruction. The textbooks, in addition to the highly qualified staff, will continue to be the driving force of the OCA curriculum.

We will implement a structured daily schedule, which focuses on the core academic subjects. These subjects include English, mathematics, science, social studies, and Mandarin. Electives will be offered in addition to the core subjects. The schedule will provide students with ninety minutes of math and ninety minutes of English daily.

The following outline provides a brief description of the OCA core content curriculum:

English: Every Oakland Charter Academy student will take 3 years of middle school language arts which include grammar, writing and reading comprehension. OCA students will exceed state standards and focus on 3 strands which are word analysis, reading comprehension and literary response and analysis. Every student will take 90 minutes of language arts class daily.

Math: Every OCA student will take 3 years of middle school mathematics. A requirement for every OCA eighth grader is that they take and pass Algebra I prior to graduation. Students will be taught in accordance with their grade level state mandated math strands and reporting cluster.

History/ Social Sciences: Oakland Charter Academy student will take 3 years of Social Science/ History. Sixth grade Social studies focus on Ancient Civilizations which includes its history and geography. Seventh grade focuses on Medieval History which encompasses Late Antiquity, the Middle Ages, the Renaissance, and the Reformation periods.

Eighth grade focuses on studying early American History which includes the American Revolution, the Civil War, and its aftermath. Eighth graders at Oakland Charter Academy take a cumulative test that summarizes the 6th-8th grade state standards.

Foreign Language: Oakland Charter Academy offers Mandarin as a foreign language to students beginning in the seventh grade. The major goal of OCA's foreign language is to increase student's literacy and languages other than those spoken in their homes. The concept encompasses each student's capacity to read, understand write with clarity, comprehension of what is heard and spoken, and to understand grammar and pronunciation accurately.

Science: Every OCA student will be enrolled in middle school science. In 6th grade, students will focus their study as it is required from California Department of Education. Seventh grade students will be enrolled in Life Science which is also required by CA Dept. of Education. All 8th graders will take a cumulative 6th-7th grade science exam to measure their middle school science knowledge. Earth, Life and Physical Sciences encompass the state test and requirements for all middle school students.

Art: Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. With this in mind, OCA offers a group of students from all grade levels, an opportunity to participate in the Youth Orchestra Program.

The goal of the program is to teach students to read, notate, listen to, analyze, and describe music and using the terminology of music. This also goes with actual practicing and performing of various wood wind, strings, and brass orchestra music instruments.

2b. (Secondary Schools) English:

At the secondary level, the English/Language Arts standards focus on the strands of reading, writing, listening/speaking/viewing, conventions/grammar/usage, literature, and public and functional documents. Since our society depends upon language as communication, students must be provided daily opportunities to enhance control of the skills needed to communicate effectively. Students should have multiple opportunities to deepen their understanding of language by applying what they have learned.

The goals and objectives of the 6-8 English Language Arts curriculum are written to include all the strands. Teachers build on the connections and overlapping areas of the curriculum, asking students to find insightful connections, revisit significant concepts, participate in meaningful conversations, and develop knowledge and skills. The middle school English Language Arts program is a spiraling program that is based on strong connections and interrelationships between:

Strands of oral language, written language, and other media/technology.

Study of language and the conventions of grammar-which both under gird and permeate the entire study of English Language Arts.

Students in grades 6-8 will continue to show evidence of mastery of competencies developed at previous grade levels, particularly as they contribute to mastery of grade-level competencies.

The adopted materials for the English/Language Arts program include The Holt Literature and Language Arts Mastering the California Standards series. This series also incorporates a Student Grammar handbook which focuses on language usage and proper mechanics of writing. It also incorporates the usage of a student workbook that supplements the reading activities found in the Language Arts Reader.

Students who are reading below grade level receive two extra hours of language arts tutoring per week. In this program, students use the Houghton Mifflin, Soar to Success curriculum which is designed for struggling readers. These books are leveled, gradually increasing in the difficulty of concepts until students are reading at grade level. This program teaches valuable reading such as SQ3R method, word decoding, phonics, and word attack skills.

3. Additional Curriculum Area:

Oakland Charter Academy has established a Pre-AP literature program, and selected six required novels per grade level. We chose to study classics in the 6th grade such as, 'Huckleberry Finn', and 'Call of the Wild'. In 7th grade, students focus is on historical literature such as, 'Animal Farm', and 'Things Fall Apart'. Our 8th graders are expected to read a variety of genres such as, 'Shakespeare', short stories by Gabriel Garcia Marquez and poetry by Pablo Neruda and Maya Angelou.

This course is designed to acquaint students with activities and strategies that will help prepare them for the challenges of upper-level AP courses. Students have opportunities to practice with reading, writing, and discussion strategies that will foster deeper analysis and critical thinking. Topics include: Connecting the Pre-AP experience and AP expectations, writing in the Pre-AP classroom, teaching Literary elements, close Reading strategies, building students' vocabularies, motivating students via hands-on interactive strategies, and opportunity to reflect on curriculum and to incorporate new strategies.

The Pre-AP program is a demanding piece of our curriculum. Every student must take on going quizzes and chapter reviews along with submission of reports for every book.

4. Instructional Methods:

Oakland Charter Academy implements on self-contained curricular model for all students 6th-8th grade. We exceed the California State requirements for instructional minutes for every subject. Our instructional method is a lecture based model where teachers guide the classroom discussions and students follow along with lectures and are expected to take notes for every subject. Oakland Charter Academy's instructional methods are based on a simple, proven plan for success in any organization: set clear goals (standards), find and train the best people, measure progress to make sure goals are met (testing), and ensure accountability for outcomes while increasing flexibility for how goals are met.

The cornerstones of our instructional plan include
Standards: Setting clear goals for what OCA students should know. Learning standards ensure students are keeping up with their peers. Common standards also help to select text books, design lesson plans, and guide teacher preparation.

Teachers: Enticing the best and brightest to teach in our schools. Once standards are in place, our training

provides new and continuing teachers with the skills needed to help students succeed.

Testing: Measuring progress to ensure students are learning. OCA students are now tested ongoing and annually to measure how well children and schools are doing in meeting learning goals. Test results are made public so parents can know how well kids and our schools are doing.

Support: Students who require extra assistance, or those who have dropped below C in any given subject, receive additional tutoring during non core classes, after school tutoring, in class leveled grouping, teacher/student small groups, and Saturday Academies for extra assistance. All students are expected to perform at grade level or above at Oakland Charter Academy.

5. Professional Development:

Our staff development program is based on standards and uses multi-disciplined approach to instruction. It is ongoing, delivered in various ways, and data-driven. It also helps teachers understand their students' developmental needs and prepares them to hold high expectations for student progress for all of our students. Some of our Professional development activities are hosted by other teachers within the Oakland Charter School Consortium member schools. All of the workshops provide teachers with opportunities to have structured discussions around improvement issues and best practices.

In the summer, Oakland Charter Academy offers a three day training institute that covers a variety of topics some of which include Establishing a Rigorous School Culture, Strategies for ELL Readers, and Math Strategies for small group instruction.

OCA staff development occurs in various team meetings for grade level teachers. In these meetings, teachers plan and reflect on instruction and develop interdisciplinary curricular units. Oakland Charter Academy's professional development program is ongoing, outcome-based, and fosters continuous improvement.

Since starting our current ongoing teacher trainings, OCA's test scores have skyrocketed more than 240 points. OCA boasts some of the highest test scores in the state for low income, urban Latino students. We will continue to offer data driven; standards based training modules for our staff, and have this year incorporated a one day seminar for our tutors so as to set up an effective small group sessions.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test STAR
 Edition/Publication Year 1999 Publisher Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced	80	66	33		
% "Exceeding" State Standards					
Advanced	46	26	9		
Number of students tested	50	47	46		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced	71	69	33		
% "Exceeding" State Standards					
Proficient	16	24	9		
Number of students tested	49	51	46		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced	80	66	33		
% "Exceeding" State Standards					
Advanced	46	26	9		
Number of students tested	50	47	46		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced	82	68	42		
% "Exceeding" State Standards					
Advanced	34	21	9		
Number of students tested	50	47	46		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced	69	51	35		
% "Exceeding" State Standards					
Advanced	38	22	9		
Number of students tested	39	41	53		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced	81	59	28		
% "Exceeding" State Standards					
Advanced	34	27	0		
Number of students tested	38	41	53		
Percent of total students tested	97	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
 REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 6 Test STAR

Edition/Publication Year 199 Publisher Educational Testing Services

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
Total Score					
Number of students tested	100	100	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA) Grade 7 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 7 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 6 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					