

CHARTER SCHOOL	MEASURABLE PUPIL OUTCOMES
<p><b>Achieve Academy (EFC-UE)</b></p>	<p><b>We will achieve the following results with our students after serving our students in both Fourth and Fifth grade:</b></p> <ol style="list-style-type: none"> <li>1. Exceed the average performance levels of students in schools with similar demographics in the District in ELA and Math as measured by CST and benchmark assessment scores.</li> <li>2. Maintain progress towards benchmarks of proficiency in all academic subjects as defined by the California Core Content Standards.</li> <li>3. Demonstrate continual improvement on the STAR, including the CST and CAT-6 as well as a minimum of one year's growth for each year of instruction on the CELDT.</li> <li>4. Meet or exceed Schools' annual API growth target each year.</li> <li>5. Achieve a similar schools ranking of 8 using CA similar school index which compares our school to 100 schools with similar student populations.</li> <li>6. Meet or exceed Adequate Yearly Progress (AYP) growth rates each year.</li> </ol> <p><b>The School will also deliver the following Life-Long Learning outcomes:</b></p> <ol style="list-style-type: none"> <li>7. Students will have an appreciation for and respect diverse cultures.</li> <li>8. Students will possess a life-long love of learning.</li> <li>9. Students will develop appreciation for their community and desire to serve and assist others.</li> </ol>
<p><b>American Indian Public High School (AIPHS)</b></p>	<p><b>AIPHS will be held accountable for student achievement in the following ways:</b></p> <ol style="list-style-type: none"> <li>1. Average daily attendance (ADA) will meet or exceed 97% each year.</li> <li>2. At least 90% of students will graduate.</li> <li>3. At least 75% of graduates will go to college.</li> <li>4. Dropout data lower than neighboring high schools.</li> <li>5. 70% of students will pass CAHSEE by the end of 10th grade.</li> <li>6. CA Content Standards total reading, total math and total language scores at or above the 50th percentile.</li> </ol>

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<p><b>American Indian Public Charter School (AIPCS)</b></p>	<p><b>AIPCS is held accountable for student achievement in the following ways:</b></p> <ol style="list-style-type: none"> <li>1. Meet or exceed the expectations of attaining scores in at least the 50th percentile on the total reading, total math and total language batteries o the STAR Tests or any test used to measure growth against the CA Content Standards.</li> <li>2. Exceed 98% attendance rate during each of the next five years.</li> <li>3. Maintain an API of 800 or higher.</li> <li>4. Meets or exceeds Academic Performance Index (API) growth target.</li> <li>5. Meets or exceeds Adequate Yearly Progress (AYP).</li> <li>6. Meets or exceeds the requirements set forth in the NCLB Act of 2001.</li> </ol>
<p><b>American Indian Public Charter School II</b></p>	<p><b>AIPCS II will be held accountable for:</b></p> <ol style="list-style-type: none"> <li>1. Meet or exceed the expectation of attaining scores in at least the 50th percentile on the total reading, total math and total language batteries of the STAR Tests or any test used to measure growth against the CA Content Standards.</li> <li>2. Exceeding 97% attendance rate during each of the next 5 years.</li> <li>3. Maintaining an API of 700 or higher after the 1st year.</li> </ol>

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<p><b>ARISE High School</b></p>	<p><b><u>ARISE commits to achieving the following measurable outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. Of ARISE High School's incoming 9th graders, 80% will graduate within 5 yrs</li> <li>2. 90% of students will demonstrate academic progress, narrowing their individual learning gaps as measure by state standardized tests (including CAHSEE, CELDT &amp; STAR tests)</li> <li>3. All graduates will pass the CAHSEE</li> <li>4. All graduates will surpass the UC eligibility requirements.</li> <li>5. All graduates will successfully complete and present a portfolio of their work that demonstrates mastery of key skill and content areas aligned with the CA state standards (scientific inquiry, math thinking, literary analysis, historical research and understanding, artistic expression)</li> <li>6. Every student will take at least two college level courses by the time he or she graduates</li> <li>7. The school will maintain a minimum of a 90% attendance rate</li> <li>8. All graduates will have taken either the SAT or ACT</li> <li>9. All graduates will participate in internships at organizations throughout the Bay Area that support the academic and career interests of ARISE students</li> <li>10. All graduates will participate in educational experiences outside of the classroom (at least 2 college-level course b/f graduating), both during the school year as well as at least 2 summers.</li> <li>11. Meet its AYP goals and exceed the API scores of OUSD high schools with similar populations</li> <li>12. Students (and teachers) will also be assessed according to how they demonstrate the following Habits of Mind and Heart.</li> <li>13. Every student will produce evidence of their proficiency in specific content areas which they will then defend before a panel of educators. Students will be required, at a minimum, to create portfolio presentations and projects for defense in the following areas: scientific inquiry, mathematical thinking, literary analysis, historical research and understanding, artistic expression.</li> <li>14. A minimum of 85% of our students and families will express satisfaction with their experience at ARISE, as measure by survey data</li> <li>17. 90% of graduates matriculate to a 4-yr college</li> </ol>

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<p><b>Bay Area Technology School (BayTech)</b></p>	<ol style="list-style-type: none"> <li>1. Achieve an average daily attendance of at least 95% each year of the charter term.</li> <li>2. BayTech will meet or exceed AYP targets in year prior to renewal year, or in two of the three years prior to renewal. If BayTech is in PI status, it will not maintain PI status for more than two consecutive years.</li> <li>3. BayTech will meet or exceed API Growth Targets in two of the three years prior to renewal.</li> <li>4. BayTech will exceed the similar school API ranking as compared to all (100%) local comparison schools in each of the three years prior to renewal. Currently identified local comparison schools are: West Oakland Middle School, Claremont MS, Frick MS&lt; Explore College Prep, and Madison MS.</li> <li>5. BayTech will have less than 25% Far Below Basic [CST performance school-wide] in both ELA and Math each year of its charter term. In the first year of the charter term BayTech will achieve a minimum range of 23% to 30% or above Proficient and Advanced CST performance school-wide in ELA and Math. BayTech will achieve a steady increase of 5% Proficient and Advanced CST performance school-wide in ELA and Math each year thereafter.</li> <li>6. BayTech [will achieve] English proficiency levels at a minimum of Early Advanced as measured by the Over-All CELDT performance as follows: 50% of students [entering at] Beginning and enrolled in BayTech's ELL program no less than [three] years; 50% of students [entering at] Pre-Intermediate and enrolled in BayTech's ELL program no less than [two] years; 50% of students [entering at] Intermediate and enrolled in BayTech's ELL program no less than [one] years. Reclassification target: 50% of BayTech's current or newly enrolled Early Advanced ELL students to be reclassified each year.</li> <li>7. 90% of BayTech students enrolled a minimum of two years prior to graduation will attain a high school diploma [each year beginning with its first graduating class]. BayTech will achieve a High School Graduation rate that is higher than the average graduation rate of [at least three of the neighboring high schools] each year beginning with its first graduating class.</li> <li>8. BayTech will achieve a CAHSEE passage rate [within grade level performance] that will be higher than the average passage rate [of at least three of the neighboring high schools] each year of the charter term.</li> <li>9. BayTech will [maintain a drop-out rate of less than 6% [each year] [as defined by the "1 year Drop-Out Rate 9-12" from the CDE DataQuest web-based data source].</li> <li>10. [65%] of students will demonstrate at least one [performance level] of growth towards grade-level proficiency in reading and language arts each year [as measured by curriculum embedded assessments, MAP, and ACUITY];</li> <li>11. [65%] of students will demonstrate at least one year of growth towards grade-level proficiency on standards in areas of history, math, science, art, and a foreign language each year;</li> <li>12. 50% of students will develop a passion for reading and read daily both for information and pleasure [based on the Student Reading Survey]. BayTech's target is to increase this goal by [5%] each year towards its goal of 70%;</li> <li>13. All students are required to take a minimum of 5 integrated science and math assignments with computer technology and at least 70% of students are targeted to receive a grade B or better in overall integrated science[/]math assignment;</li> <li>14. At least 40% of BayTech students will participate in afterschool programs regularly, [based on ASES reporting];</li> <li>15. At least 40% of students will participate in local science fair-competitions [based on science registration logs].</li> </ol>

16. An average daily attendance rate at least as high as OUSD's average [or a minimum of 95% each year, whichever is higher].
17. Suspension at a rate lower than the District's average [accounting for similar demographics and grade levels served].
18. 80% attendance by parent[/guardians] at parent/teacher conferences.
19. 70% of parents that attend parent workshops, Parent's Club and/or school events, exhibits and programs during the academic year.
20. 100% participation by parent[/guardian] in IEP [meetings].
21. 100% staff attendance at fall retreat. (Except for pre-approved absences/sick leave.
22. 100% teacher's attendance at regular professional development workshops. (Except for pre-approved absences/sick leave).
23. Teachers will demonstrate the following; Knowledge of subject matter, Knowledge of curriculum, Competence in methods and strategies, and professional attitude; through evaluation of test scores, annual evaluation including classroom observations, parent/student assessment, and adherence to contract.
24. No deficit in operating budget [...] [based on annual budget, forecast budget and external audits].

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<p><b>Berkley Maynard Academy (BMA)</b></p>	<p><b><u>Student Outcomes:</u></b>  A. <b>Basic Skills:</b> students will master at least grade level competency in the 4 core subjects: math, science, history-social science, and English-language arts</p> <p>B. <b>Thinking Skills:</b> students will apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning and how to learn)</p> <p>C. <b>Life Skills:</b> students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence and integrity</p> <p><b><u>School Wide Performance Goals:</u></b>  1. Meet or exceed its school wide annual API growth targets and have its numerically significant subgroups demonstrate comparable improvement in meeting or exceeding their annual API growth targets.</p> <p><b><u>Aspire commits to achieving the measurable goals represented in the table below:</u></b>  CST Scores % Proficient/Advanced  2006 ELA 47%, Math 54%  2007 ELA 59%, Math 62%  2008 ELA 70%, Math 70%</p>
<p><b>Civicorps Elementary School (EBCC)</b></p>	<p><b><u>School Wide Performance Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. The comprehensive elem, middle and high schools will maintain or exceed a 95% attendance rate.</li> <li>2. The comprehensive elem, middle and high schools will maintain or exceed a 95% annual grade-level promotion rate.</li> <li>3. The comprehensive high school seeks to maintain or exceed a 90% high school grad rate (including passage of CAHSEE and completion of community internship experience.</li> <li>4. Increase the number of students scoring at proficient/advanced levels by 5% every year until 80% of students who have attended the school for at least 3 years have reached proficiency or advanced status</li> <li>5. Score a 4 or better in its overall API state ranking and/or a 4 or better in similar schools ranking</li> </ol>

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<p><b>Conservatory of Instrumental and Vocal Arts (COVA)</b></p>	<p><b>COVA commits to achieving the following measurable outcomes:</b></p> <ol style="list-style-type: none"> <li>1. The percentage of students scoring above the national average on the CAT/6 shall increase by 10% per year.</li> <li>2. COVA students will participate in standardized testing in reading and math at the beginning of each school each [sic] and at the end of the first semester to measure individual growth. Seventy percent of COVA students will demonstrate month for month growth or better.</li> <li>3. The average time for redesignation of English Learners enrolled in COVA to English Proficient shall meet or exceed the District-wide average.</li> <li>4. The percentage of COVA students scoring in the healthy fitness zone in the California Physical Fitness Test shall meet or exceed local district average in the first three years of operation. In all subsequent years of charter operation, COVA students will exceed District-wide averages.</li> <li>5. COVA shall meet its Academic Performance Index (API) growth target as a whole and within reportable subgroups.</li> <li>6. COVA shall demonstrate Adequate Yearly Progress as a whole and in all reportable subgroups.</li> <li>7. At least 90% Pupil Attendance for 90% of the pupils.</li> <li>8. All COVA students will design and participate in at least three community performances and solo recitals annually demonstrating creative expression through various forms of music, drama, and movement. Strategies used to measure individual student musical growth include: video or audio taping performances and recitals, which will be evaluated by music faculty to measure each student's increasing musical proficiency.</li> <li>9. Of the parents who completed the annual parent satisfaction survey at least 90% report average or above average satisfaction; At least 75% of Parents who complete Parent Satisfaction Survey report above average satisfaction.</li> </ol> <p><b>Measurable Pupil Outcomes from the decision document:</b>  Student progress should be measured against the NCLB defined Annual Measurable Objectives (AMOs):  § 35.2% Proficient in English/Language Arts, 37% Proficient in Math.</p>
<p><b>East Bay Conservation Corpsmembers Academy</b></p>	<p>School Wide Performance Goals:</p> <ol style="list-style-type: none"> <li>1. The Corpsmember High School will maintain or exceed a 70% attendance rate</li> <li>2. The Corpsmember High School will increase its graduation rate by 5% each year (including passage of CAHSEE and completion of community internship/work experience)</li> <li>3. 95% of EBCC Corpsmember High School graduates will enroll in post-secondary education and/or begin career-track community internships or workplace employment within four months of graduation from the program.</li> <li>4. The EBCC Corpsmember High School seeks to maintain or exceed a 50% high school graduation rate (including passage of CAHSEE and completion of community internship experience) for students in attendance at least 6 months.</li> <li>5. The EBCC Corpsmember Academy will also meet state accountability expectations though the satisfactory adherence to ASAM measures.</li> </ol>

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<p><b>East Oakland Leadership Academy (EOLA)</b></p>	<p>1. Meet/Exceed the requirements of NCLB Act. Benchmark: EOLA will meet annual AYP objectives as required by law.</p> <p>2. A high rank on the California Academic Performance Similar Schools Index by third year using Oakland Unified School District rankings as the norm. Compare the School's California Academic Performance Index Similar School's rank to the Oakland Unified School District rankings. Benchmark: CA Similar Schools API Ranking of 4 or better achieved by third year of charter term and sustained or improved through the fifth year of the charter term.</p> <p>3. A high student attendance rate using Oakland Unified School District as a norm. Compare the School's annual attendance rate to the Oakland Unified School District. Benchmark: An attendance rate of at least 90% will be achieved by EOLA annually, as reported to the District and the state.</p> <p>4. Students will meet at least one ILP goal yearly. Benchmark: A minimum of Ninety percent (90%) of EOLA students will meet at least one of their established ILP goals annually, as demonstrated through documentation maintained by the school of each student's established ILP goals each year that evidence student attainment each year of at least one established ILP goal.</p> <p>5. Student test scores on CA mandated statewide STAR tests will increase from year to year. Benchmark: • A minimum of 50% of EOLA students taking the CA STAR CST English Language Arts test will increase their scale score by a minimum of 5% annually; A minimum of 50% of EOLA students taking the CA STAR CST Mathematics test will increase their scale score by a minimum of 5% annually.</p>
<p><b>East Oakland Leadership Academy High</b></p>	<ul style="list-style-type: none"> <li>• 95% attendance rate</li> <li>• No more than 5% HS drop-out rate</li> <li>• API Similar school score of 7 by 3rd year</li> <li>• Meet all AYP targets annually</li> <li>• Minimum 70% 10th graders passing CAHSEE (p. 26)</li> </ul>

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<p><b>Education for Change at Cox Elementary (EFC at Cox)</b></p>	<p><b><u>Cox Elementary will strive to ensure that all students will:</u></b></p> <ol style="list-style-type: none"> <li>1. Exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Math as measured by the CST and benchmark assessment scores</li> <li>2. Maintain progress towards benchmarks of proficiency in all academic subjects as defined by the CA Core Content Standards</li> <li>3. Demonstrate continual improvement on the STAR, including the CST and the CAT-6 as well as a minimum of one year's growth for each year of instruction on the CELDT</li> <li>4. Meet or exceed the Schools' annual Academic Performance Index (API) growth target</li> <li>5. Meet or exceed Adequate Yearly Progress (AYP) goals</li> <li>6. Students will be effective and confident communicators, able to write and speak with clarity, accuracy and precision</li> <li>7. Students will be critical thinkers and problem-solvers</li> <li>8. At least 90% of daily homework assignments will be completed and handed in</li> <li>9. Student attendance will exceed OUSD's norm</li> <li>10. Student and Parent/Guardian school satisfaction surveys will exceed a 3.5 average on a 5-pt scale (where 0 = Did Not Meet Expects and 5 = Exceeds Expects).</li> </ol>

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<p>Huerta (Dolores) Learning Academy (DHHLA)</p>	<p><b><u>ACADEMIC GROWTH</u></b></p> <ol style="list-style-type: none"> <li>1. Individual students will make continuous improvement each yr. Teachers will evaluate student performance on (O, G, S, N, U) scale using teacher designed tests, publisher-developed assignments &amp; tests, and student portfolios. The % of students that earn satisfactory scores (S or better) on classroom work will increase by 5 % per yr.</li> <li>2. On average across the school, the % of students at or above the 50% percentile on the CAT-6 will improve by 5%, as the school strives to meet NCLB requirements</li> <li>3. The % of students that are proficient or better in CA Standards Test will increase by 5%, as the school strives to meet NCLB requirements</li> <li>4. DHHLA will cont to improve API score by 5% of difference of its part yr score &amp; 800</li> <li>5. DHHLA will strive to meet the aggressive performance benchmarks set by NCLB</li> </ol> <p><b><u>POSITIVE SCHOOL ATMOSPHERE:</u></b></p> <ol style="list-style-type: none"> <li>1. Attendance rate of 95% or higher</li> <li>2. Enrollment at capacity (continued full enrollment of 257 students in grds K-8 – from “decision” doc of charter acceptance 2/2004</li> <li>3. Less than 10% turnover in students due to parent/student dissatisfaction</li> <li>4. Meeting educ. goals explained above</li> <li>5. Strongly positive parent surveys</li> </ol> <p><b><u>MEASURABLE PUPIL OUTCOMES:</u></b></p> <ol style="list-style-type: none"> <li>1. DHHLA will achieve a ten percentage point growth each year in school wide scores on Math and English Language Arts California Standards Tests over the term of the charter.</li> <li>2. CST Scores % Proficient/Advanced:  2005 ELA 27%, Math 28%,  2006 ELA 37%, Math 38%,  2007 ELA 47%, Math 48%,  2008 ELA 57%, Math 58%.</li> </ol>

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<p><b>KIPP Bridge Charter Academy</b></p>	<p><b><u>Academic Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. All students will improve one performance level or more on the ELA and Math CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery of these subjects.</li> <li>2. All students will make yearly progress to master science &amp; social studies standards.</li> <li>3. All EL students will advance one level on the CELDT test.</li> </ol> <p><b><u>Character Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. KIPP Bridge will instill in its students an understanding of the virtues of strong character (excellence, respect, responsibility, integrity and teamwork), a shared vocabulary with which to discuss character, and will build a community in which students demonstrate these virtues in their daily behavior.</li> <li>2. All students at KIPP Bride will be prepared for success in rigorous high schools and colleges, and in the competitive world beyond.</li> </ol> <p><b><u>School Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. KIPP Bridge students will demonstrate competency in their knowledge and understanding of CA state standards</li> <li>2. KIPP Bride teachers will engage in high-quality instruction.</li> <li>3. KIPP Bride will create a small, personalized learning environment that fits the needs of each child.</li> </ol>
<p><b>Leadership Public School (LPS), College Park</b></p>	<ol style="list-style-type: none"> <li>1. Each year the school will meet or exceed the required annual school-wide proficiency rates in English Language Arts and Mathematics pursuant to federal NCLB laws, as measured by annual statewide testing, as well as meet or exceed the school's annual API growth targets required by the state and federal government.</li> <li>2. Significant yearly improvement in student achievement as measured by growth of at least one proficiency level between the initial and end-of-year LPS benchmark assessments in English and math for students initially testing below proficient. Benchmark: Each year 90% of students scoring Far Below Basic, Below Basic, and Basic on the annually administered LPS fall Benchmark Assessments will move up at least one performance level in math and English by the end-of-the-year LPS Benchmark Assessment.</li> <li>3. A positive ranking on the California Academic Performance Similar Schools Index by the fifth year of the charter term using the School District high school rankings as a norm. Benchmark: Scoring at least 6 or higher on the California Academic Performance Similar Schools Index by the fifth year of the charter.</li> <li>4. A high student attendance rate using the School District high school rankings as a norm. Benchmark: At least 90% attendance at the School.</li> <li>5. A low dropout rate using the School District rate as the norm. Dropouts are defined as those students who were enrolled in the School, left the school before graduation, and did not enroll in another school or institution of learning.</li> </ol>

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<p><b>Lighthouse Community Charter (LCC)</b></p>	<p><b>“Core” Academic Content and Performance Standards:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts, Mathematical, Historical/Civic, and Scientific Literacy</li> </ol> <p><b>“Non-Core” Academic Content and Performance Standards:</b></p> <ol style="list-style-type: none"> <li>1. Artistic, Technological, Environmental, and Home Language Literacy</li> </ol> <p>LCCS commits to achieving the following measurable outcomes (from approval document online):</p> <ol style="list-style-type: none"> <li>1. # of students scoring at the proficient/advanced level will increase by 5% every yr.</li> <li>2. Students will demonstrate 5% growth on CAT-6 achievement each yr</li> <li>3. STAR test scores will grow each yr for more than 50% of students</li> <li>4. LCCS will score 4 or better in the Similar Schools or Statewide ranking</li> <li>5. 75% of students will test in the “Physically Fit Zone” in at least 4 categories by graduation</li> <li>6. 90% of students will successfully meet the school’s passage outcomes in K, 2nd, 4th, 6th and 8th grades</li> <li>7. 90% of students will meet internally identified growth targets each yr in reading, writing or numeracy assessment</li> <li>8. 90% of students will meet at least one Individual Learning Plan goal each yr</li> </ol>

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<p><b>Lighthouse Community Charter High School (LCC-HS)</b></p>	<p><b><u>Measurable Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. Average daily attendance (ADA) will meet or exceed 95% each year</li> <li>2. Dropout rate will never exceed 5% in single yr or 10% for any cohort enrolled for 4 yrs</li> <li>3. At least 90% of students entering as freshmen will graduate when seniors</li> <li>4. 100% of graduates will met or exceed UC/CSU A-G requirements</li> <li>5. The % of students scoring proficient or advanced achievement levels on the CA Standards Test (CST) will increase at least 5% each yr</li> <li>6. LCCHS students will show 5% growth on CAT-6 achievement each yr</li> <li>7. LCCHS will score 4 or better in similar schools rank or in its overall API rank each yr</li> <li>8. 90% of all students will pass both the math and English sections of the CAHSEE</li> <li>9. 90% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness before graduating</li> <li>10. 90% of all students will successfully meet LCCHS passage outcomes in 10th &amp; 12th grds</li> <li>11. 90% of all students will successfully meet LCCHS growth targets in reading, writing or numeracy each yr.</li> <li>12. 90% of all students will meet at least one Individual Learning Plan goal each year</li> <li>13. 90% of all students will complete LCCHS community svrc requir prior to graduation</li> <li>14. 90% of all students will successfully fulfill the LCCHS senior internship project requirements prior to graduation.</li> </ol>

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Millsmont Academy	<p><b><u>Daily Basis:</u></b> 95% student attendance.</p> <p><b><u>Semester Basis:</u></b> 1. 90% of students meet UC A-G requirements by graduation. 2. 95% of students complete exhibition tasks and meet expectations.</p> <p><b><u>Annual Basis:</u></b> 1. 95% graduate within 5 years. 2. State target for API growth. 3. 95% pass CAHSEE. 4. 90% of students who take AP test score a 3 or above. 5. 90% of students who take a post-secondary level class pass (online, community college). 6. 100% of students will participate in at least one co-/extra activities. 7. 95% of graduated students report that they are enrolled in higher education or satisfactory work. 8. 95% of parents and students are satisfied.</p>
Millsmont Secondary	<p><b><u>Language Arts:</u></b> Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.</p> <p><b><u>Math:</u></b> Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.</p> <p><b><u>Science:</u></b> Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.</p> <p>Social Science: Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.</p> <p><b><u>Life Skills:</u></b> Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.</p>

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<b>Monarch Academy</b>	<p><b>School Wide Performance Goals:</b> Meet or exceed its school wide annual API growth targets and have its numerically significant subgroups demonstrate comparable improvement in meeting or exceeding their annual API growth targets</p> <p><b>CST Scores % Proficient/Advanced:</b>  2004 ELA 36%, Math 47%  2005 ELA 47%, Math 54%  2006 ELA 59%, Math 62%  2007 ELA 70%, Math 70%</p>
<b>North Oakland Community Charter School (NOCCS)</b>	<ol style="list-style-type: none"> <li>1. At least 50% of NOCCS students will show at least one grade level's progress each academic year, as evidenced by scores on STAR tests and successful completion of required work including performances of understanding in each content area. Standards and assessments for students with special needs or limited English proficiency will be adapted to their IEP or CEDLT level. The percentage of NOCCS' students scoring proficient or better on California Standards Tests will meet or exceed the annual measurable objectives required by NCLB.</li> <li>2. In keeping with the emphasis on Teaching for Understanding, the school will augment the STAR system tests with a diverse array of performance assessments that include psychometrically appropriate, valid, and reliable measures. Students will demonstrate proficiency in each of the core content areas as measured by the Developmental Progress Reports.</li> <li>3. Special Education – will work toward achieving their IEP goals each year (with an annual review). ELL – are subject to the same standards and benchmarks as other NOCCS students. Processes are in place to ensure the swift transition of our ELL students from their primary language to English fluency.</li> </ol>
<b>Oakland Aviation High School (OAHS)</b>	<p>OAHS commits to achieving the following measurable outcomes:</p> <ol style="list-style-type: none"> <li>1. Each student will improve individual composite scores on the CST/CAT6 from year to year.</li> <li>2. Each student will achieve proficiency in key concepts, knowledge and skills in A-G core academic subjects and technical aviation courses, as measured through daily and weekly assignment, portfolio assessments, graduation by exhibition, and standardized tests.</li> <li>3. At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.</li> <li>4. At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.</li> <li>5. OAHS will strive to reach a CAHSEE pass rate of 90%.</li> <li>6. It is the goal of OAHS to strive, on average, to exceed the District average for student attendance, and by the end of the charter term to reach 95% average daily attendance.</li> <li>7. It is the goal of OAHS to meet its Academic Performance Index growth targets on an annual basis, and to equal or exceed District API growth rates.</li> <li>8. It is the goal of OAHS to make adequate yearly progress as defined by NCLB, and to equal District AYP growth rates.</li> </ol> <p>Measurable Pupil Outcomes from decision document: OAHS will reach a four-year graduation rate of at least 90%.</p>

CHARTER SCHOOL	MEASURABLE PUPIL OUTCOMES
<p><b>Oakland Charter Academy (OCA)</b></p>	<p><b><u>OCA will be held accountable for student achievement in the following ways that include the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Each year 50% or more of all OCA students tested will achieve Proficient or Advanced levels on the mathematics and language arts batteries of the CA STAR CST or any other test used to measure growth against the California Content Standards.</li> <li>2. Exceeding 97% attendance rate during each of the next five years.</li> <li>3. Maintaining an API of 750 or higher, as well as meeting annual API growth targets.</li> <li>4. Meeting or exceeding federal NCLB standards based on the annually established Annual Yearly Progress (AYP) criteria or targets; including minimum participation rates in statewide testing, minimum proficiency rates by students in English language arts and mathematics, and Growth API.</li> </ol>
<p><b>Oakland Charter High</b></p>	<p><b><u>OCHS will be held accountable for:</u></b></p> <ol style="list-style-type: none"> <li>1. 90% of all students will graduate from High School and 75% will go on to college.</li> <li>2. Meet or exceed the expectation of attaining scores in at least the 50th percentile on the total reading, total math and total language batteries of the STAR Tests or any test used to measure growth against the CA Content Standards.</li> <li>3. 70% of students will have passed the CAHSEE exam by the end of the 10th grade.</li> <li>4. OCHS Attendance rate will exceed 98% during each of the next 5 years.</li> <li>5. OCHS will have a dropout rate lower than the neighboring high schools.</li> <li>6. API of 800 or higher after 2nd year.</li> </ol>
<p><b>Oakland Military Institute, College Prep. Academy (OMI)</b></p>	<p><b><u>Measurable Pupil Outcomes from decision document:</u></b>  At least 70% of the school's students will score at the Proficient or Advanced levels on California Standard Tests for English Language Arts and Math or Algebra by 2007, with at least 95% of enrolled students testing.</p> <p><b><u>CST Scores % Proficient/Advanced:</u></b>  2004 ELA 35%, Math 22%, Algebra 24%,  2005 ELA 47%, Math 38%, Algebra 40%,  2006 ELA 59%, Math 54%, Algebra 55%,  2007 ELA 70%, Math 70%, Math 70%</p>

CHARTER SCHOOL	MEASURABLE PUPIL OUTCOMES
<p><b>Oakland School for the Arts (OSA)</b></p>	<p><b><u>ACADEMIC SKILLS</u></b>  - English, Math, Romance Languages, Science, Social Science, Physical Education (<i>see charter for greater detail</i>)</p> <p><b><u>ARTS SKILLS</u></b>  Students in grd 9-12 take classes for 4 years in their major art disciplines. They will develop creative, technical, and business skills in their respective art majors. Students in grades 6-8 take introductory classes in a range of art disciplines – allow for more successful development during high school yrs - Arts Management, Dance, Literary Arts, Music, and Theatre, and Visual Arts (see charter for greater detail)</p> <p><b><u>LIFE SKILLS</u></b></p> <ol style="list-style-type: none"> <li>1. Strong citizenship and leadership by planning and implementing community arts outreach project</li> <li>2. Higher ed continuance – by completing college applications and financial aid forms</li> <li>3. Career development skills – e.g. by developing resumes and job internship skills</li> <li>4. Self-discipline skills – including effective study habits, the ability to initiate and complete projects</li> </ol>
<p><b>Oakland Unity High School</b></p>	<p><b>Measurable Outcomes for Student Performance:</b></p> <ol style="list-style-type: none"> <li>1. Average school state testing scores will be at or above parity with schools of similar socio-economic ranking (CAHSEE, STAR).</li> <li>2. At least 20% of students scoring “below basic” or “far below basic” levels on the CA Standards Tests in English-Language Arts will improve their performance on the same tests by at least one level after two years of study (STAR).</li> <li>3. The percentages of students who score at the “proficient” or “advanced” levels on the CA Standards Tests in English-Language Arts and Math will exceed the percentages of 9th, 10th and 11th grade students, attending other OUSD schools with similar student populations, who score at the “proficient” or “advanced” levels on the same test (STAR).</li> <li>4. English Learner students will either achieve a Level 5 on the CELDT or improve on the CELDT by two levels after two years of study (CELDT).</li> <li>5. Unity will meet API growth targets and AYP each year (API, AYP).</li> <li>6. At least 90% of Unity students will express an interest in college education as indicated by school survey results. At least 90% of its 12th graders will submit applications for admission to 4-year colleges (annual student survey).</li> <li>7. Unity will achieve Average Daily Attendance of 95% of higher (PowerSchool database records).</li> <li>8. Unity will achieve a graduation rate of 90% (PowerSchool database records).</li> <li>9. 65% of Unity’s graduating classes will be accepted to 4-year colleges (PowerSchool database records).</li> </ol>

CHARTER SCHOOL	MEASURABLE PUPIL OUTCOMES
<p>Oasis High School</p>	<p><b>In addition to the Essential Competencies and Subject Area Goals (see charter for detail), following are goals related to the Overall School Performance:</b></p> <ol style="list-style-type: none"> <li>1. All students meet the specific objectives of their Personal Learning Plan.</li> <li>2. All graduates will have passed the California High School Exit Exam (if applicable).</li> <li>3. All graduating students will have successfully demonstrated competence in the 6 essential competencies, and the four course academic areas through presentations, portfolios, essays, exams, standardized tests, and projects.</li> <li>4. OASIS will strive to meet its annual API and graduation rates to attain Adequate Yearly Progress (AYP) as defined by NCLB.</li> <li>5. A majority of students, who have not moved away or otherwise left the school involuntarily, will complete their high school degree.</li> <li>6. OASIS will achieve an attendance rate of 92.5%. (Charter notes recognition that goal is lower than OUSD target, but given the target population, believes it is appropriate.)</li> <li>7. All graduates will complete a post high school plan.</li> </ol> <p><b>Measurable Pupil Outcomes from decision document:</b></p> <ol style="list-style-type: none"> <li>1. 80% of students will report feeling safe and emotionally secure.</li> <li>2. 80% of students will report the program as challenging, meaningful, personalized and fun, and the school will show gains over time.</li> <li>3. Oasis will reach and maintain a 92.5% attendance rate.</li> <li>4. 80% of students will meet 80% of the specific objectives of their Personalized Learning Plans each year.</li> <li>5. At least 80% of students report positive relationship among peers, with adults associated with the school, and will report a sense of belonging.</li> <li>6. All students will assume meaningful roles and responsibilities within the school and community.</li> <li>7. 70% of students will report experiencing and observing regular opportunities for self-reflection and culture that encourages and rewards high standards.</li> <li>8. 100% of teachers will report feeling supported by the School Director and Executive Director.</li> <li>9. 75% will report having the tools necessary for success.</li> <li>10. 75% will report having sufficient training for success.</li> <li>11. All graduates will have successfully demonstrated competence in the six essential competencies.</li> <li>12. Oasis will demonstrate a 5% point increase in National Percentage Rank (NPR) on the CAT6 among its students in each school year.</li> </ol>

13. Oasis will reduce the percentage of the total student body that scores in the lowest two CST categories by 10% per year and increase the percentage in the highest two CST categories by 2% each year.

14. 60% of students who have completed 18 or more months at Oasis will attain a high school degree and enroll in college, training, conservation corps, AmeriCorps, or WIA program. 20% of enrolled students may move away, or enroll in another high school program. 20% may be expelled, drop out, or otherwise leave involuntarily.

15. All students who complete the entry course will be able to describe their learning style, short-term learning goals, personal interests and concerns about their community.

16. After 18 months at Oasis, 75% of students will report increased confidence in their ability to succeed in school.

17. All students will participate in community service projects.

CHARTER SCHOOL	MEASURABLE PUPIL OUTCOMES
<p><b>Reems (E.C.) Academy of Technology &amp; Art</b></p>	<p><b>School-wide Performance Goals:</b></p> <ol style="list-style-type: none"> <li>1. Proficient or Advanced in CST Scores in 2005: ELA 40%, Math 38%; 2006: ELA 55%, Math 55%; 2007: ELA 70%, Math 70%</li> <li>2. Pre and Post tests will reflect academic growth to support “clear and convincing” standards to show that E.C. Reems is comparable to all other area schools in district.</li> </ol>
<p><b>Wilson (Lionel) College Preparatory Academy</b></p>	<p><b>Daily Basis:</b></p> <ol style="list-style-type: none"> <li>1. 95% Student attendance</li> </ol> <p><b>Semester Basis:</b></p> <ol style="list-style-type: none"> <li>1. 90% students meet UC A-G requirements by grad</li> <li>2. 95% complete exhibition tasks and meet expectations)</li> </ol> <p><b>Annual Basis:</b></p> <ol style="list-style-type: none"> <li>1. 95% graduate within 5 yrs</li> <li>2. State target for API growth</li> <li>3. 95% pass CAHSEE</li> <li>4. 90% of students who take AP test score a 3 or above</li> <li>5. 90% of students who take a post-secondary level class pass (online, community college)</li> <li>6. 100% of students will participate in at least one co-/extra activities</li> <li>7. 95% of graduated students report that they are enrolled in higher education or satisfactory work</li> <li>8. 95% of parents and students are satisfied</li> </ol>

CHARTER SCHOOL	MEASURABLE PUPIL OUTCOMES
<p><b>World Academy (EFC-EOCC)</b></p>	<p><b>East Oakland Community Charter will strive to ensure that all students will:</b></p> <ol style="list-style-type: none"> <li>1. Exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts and Math as measured by the CST and benchmark assessment scores.</li> <li>2. Maintain progress towards benchmarks of proficiency in all academic subjects as defined by the CA Core Content Standards.</li> <li>3. Demonstrate continual improvement on the STAR, including the CST and the CAT-6 as well as a minimum of one year's growth for each year of instruction on the CELDT.</li> <li>4. Meet or exceed the Schools' annual Academic Performance Index (API) growth target.</li> <li>5. Meet or exceed Adequate Yearly Progress (AYP) goals.</li> <li>6. Students will be effective and confident communicators, able to write and speak with clarity, accuracy and precision.</li> <li>7. Students will be critical thinkers and problem-solvers.</li> <li>8. At least 90% of daily homework assignments will be completed and handed in.</li> <li>9. Student attendance will exceed OUSD's norm.</li> <li>10. Student and Parent/Guardian school satisfaction surveys will exceed a 3.5 average on a 5-pt scale (where 0 = Did Not Meet Expectations and 5 = Exceeds Expectations).</li> </ol>