



TO: Board of Education  
  
FROM: Anthony Smith, Ph.D., Superintendent *Mania Santos*  
Gail Greely, Coordinator; Office of Charter Schools  
  
DATE: March 9, 2011  
  
RE: American Indian Public Charter School  
Charter Renewal Request

Legislative File  
File ID No.: 10-3049  
Introduction Date: 12/14/2010  
Enactment No.: \_\_\_\_\_  
Enactment Date: \_\_\_\_\_  
By: \_\_\_\_\_

**ACTION REQUESTED:**

**Approve** the American Indian Public Charter School for charter renewal **as revised**, because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions and deadlines below.

**BACKGROUND:**

**School Description and Key Program Elements:**

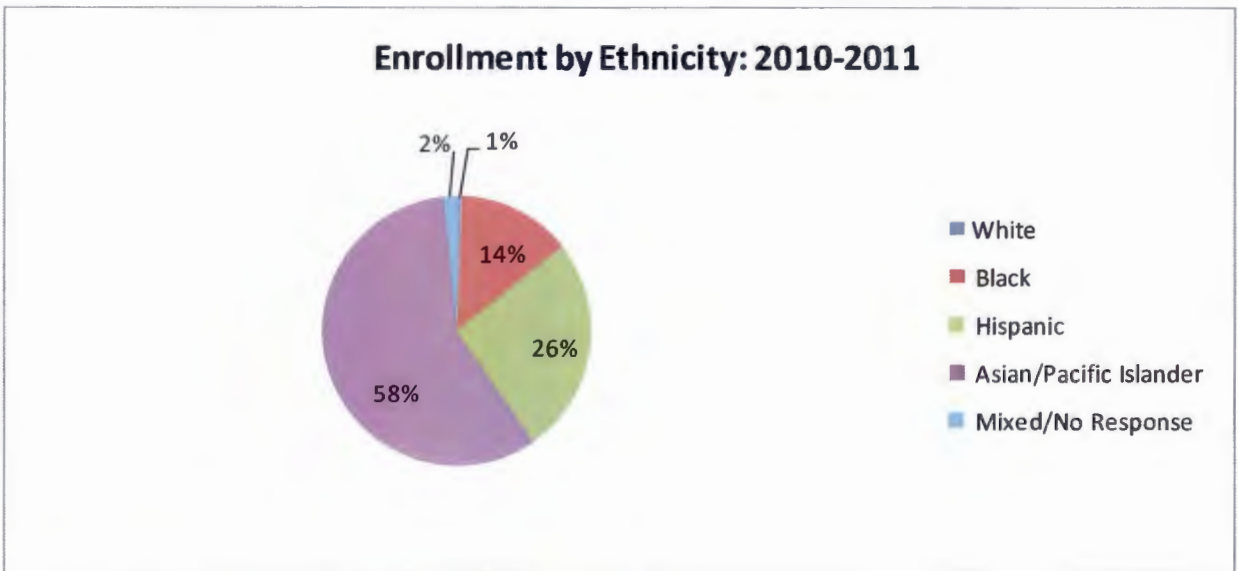
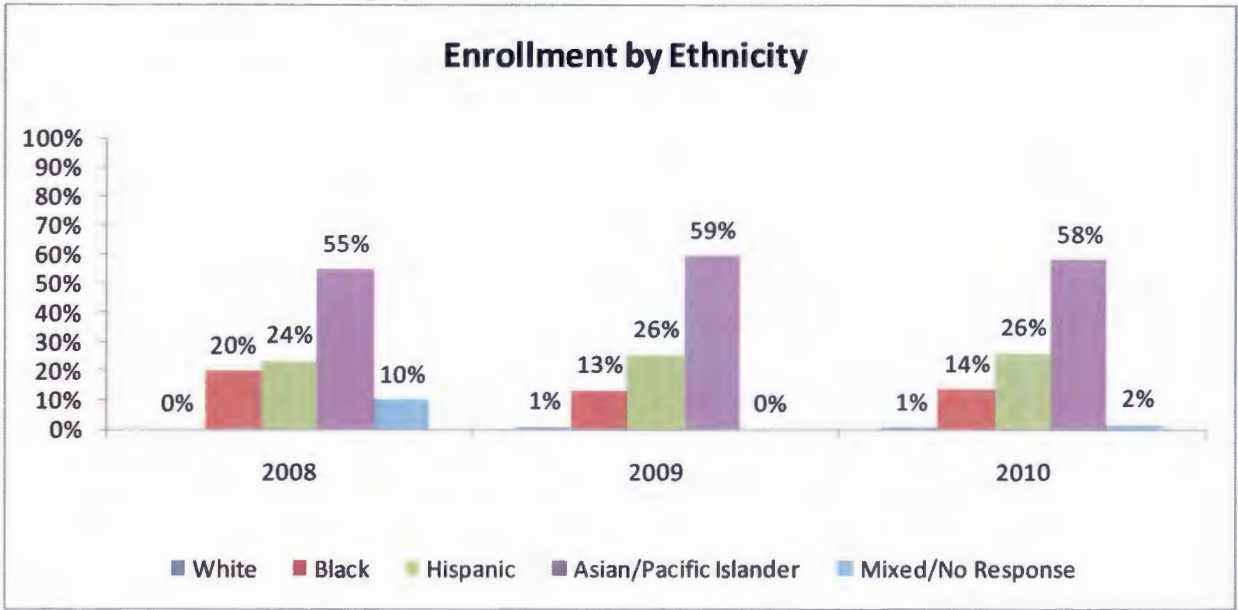
Opening Year	1996	Grades	6-8
Term Approval	2006	Attendance Area	SKYLINE
Renewal Date	6/30/2011	Board District	6
Term	Third	Funding	Locally-Funded

The school is not currently in Program Improvement.

The following table describes their enrollment growth and projection:

<b>YEAR</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>GRADES</b>	6-8	6-8	6-8	6-8	6-8
<b>ENROLL</b>	178	182	180	190	179

The school's enrollment demographics are as follows:



	2009-10	2010-11
Free & Reduced Lunch *	90%	91%
Special Education	6%	5%
English Language Learners	4%	6%

\* NOTE: Schools have reported the Free & Reduced Lunch percentages upon request, which are reported here.



**Program Summary:**

As outlined in the EXISTING, approved charter petition:

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

The mission of American Indian Public Charter School (AIPCS) is to serve inner-city students, focusing on excellent student attendance which helps to ensure the academic needs of students 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 in order to compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.

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

AIPCS believes that the middle grades are the formative years when students are seeking answers to fundamental questions about life and identity, deciding on values and standards which will determine their successes in the future. This is a time for them to explore. AIPCS will provide students with an opportunity to do so in a structured learning environment. AIPCS will instill the values of mutual respect and hard work, and will provide a rigorous, standards-based curriculum with a focus on Language Arts, mathematics, science, and social studies.

Students at AIPCS are in small, self-contained classrooms that help build productive relationships with motivated teachers who provide them with a better chance for higher academic achievement. AIPCS students are engaged in learning with the guidance and instruction of skilled teachers who use a methodology including lecture, teacher-directed, and hands-on, project-based learning. Tutorial services are mandatory for all students who score at the basic or below level on the CST.

**The following represents an EXCERPT of the program description set forth in the school's Charter Renewal Performance Report:**

*AIPCS will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science and social studies. This model has proven to be successful at American Indian Public Charter School throughout the term of its previous charter. The school finished the 2005-2006 school year with an API score of 920. In 2006 AIPCS became the first public school in Oakland, California, to win the national "Blue Ribbon" award. In 2009, the school was honored as a National Title I Distinguished School, one of only two nominees from California. The school achieved an API score of 988 in 2010, and was the highest performing secondary school in California, while continuing to serve a low-income, high minority population.*

*Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet their needs. At AIPCS small, self-contained classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds.*

*AIPCS has proven that continuing an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, we will provide an environment that will ensure that students not only continue to meet, but also exceed the language arts, mathematics, science and social studies requirements on California standardized tests.*

*The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that AIPCS students learn how to understand and critically analyze the information they encounter. One of AIPCS's chief goals is to furnish students with strong academic skills by providing 90 minutes of language arts instruction*

*each day. Through a rigorous study of language arts, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on language arts, AIPCS students will be better equipped to understand the material covered in other subjects. To be a competent member of society and to succeed in post-secondary education, students must be competent readers.*

*To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. AIPCS students will be required to take 90 minutes of math each day beginning sixth grade with general math and finishing eighth grade with Algebra I. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other.*

*To prepare our students to be educated people in the 21st century, we will instill in them the values of hard work and self-discipline. AIPCS will be highly structured with a tough disciplinary system that rewards hard work and productivity. AIPCS students will learn to be responsible for their course work and their actions, learning to take pride in their efforts and consequent academic successes. We will have high expectations for our students, pushing them to achieve to the best of their ability and to be motivated, lifelong learners. Students will also be taught that there are consequences for being lazy.*



## GOVERNING LAW:

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

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

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

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

## PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

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

## STANDARDS AND CRITERIA

### **OUSD Charter Renewal Standards**

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

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

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

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

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

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

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

**I. Authorizer Evaluation**

- a. Review of charter school academic performance over prior charter term
- b. Comparison of charter school academic performance to other public school options
- c. Evaluation of program implementation and operational effectiveness
  - i. Accomplished through:
    1. Data Analysis
    2. Document review and evaluation
    3. On-site visitation records
    4. 3-Day site inspection w/ stakeholder focus groups & classroom observations
    5. Review of compliance w/ state/federal requirements for charter schools



**II. Charter School Performance Reporting**

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

**III. Third-Party Independent Audit**

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



*Pursuant to CA Education Code section 47605 we ask;*

**I. IS THE SCHOOL AN ACADEMIC SUCCESS?**

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

**Criteria 1: Improving Student Achievement**

**Criteria 2: Strong Leadership**

**Criteria 3: A Focus on Continuous Improvement**

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

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

**Criteria 4: Responsible Governance**

**Criteria 5: Fiscal Accountability**

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

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

**In addition;**

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

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

**PLEASE NOTE:**

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

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



## Renewal Standard I: Is the school an Academic Success?

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

### Improving Student Achievement: Measurable Pupil Outcomes

The school has met the majority of the Measurable Pupil Outcomes outlined in its charter. AIPCS opened in 1996. In **2007** the school API performance score was **950**. As of **2010**, the school API performance score was **988**. Over the prior four years, the school has grown their API by **38** points, an **average growth of more than 8 points each year**. The school has met the state target for all schools of **800** for each of the past four years of the charter term.

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

#### Current Charter:

#### MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress
Meet or exceed the expectations 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.	STAR Tests	Meet or exceed 50 <sup>th</sup> percentile ELA and math	See STAR / API Performance Report Below
Exceed 98% attendance rate during each of the next five years.	Attendance rate	Exceed 98% attendance rate	Met
Maintain an API of 800 or higher.	API	800 or higher	Met/See API Table Below
Meets or exceeds Academic Performance Index (API) growth target.	API	Meets or exceed API growth target	Met/See API Table Below
Meets or exceeds Adequate Yearly Progress (AYP).	AYP	Meets or exceeds AYP	Met/See AYP Table Below
Meets or exceeds the requirements set forth in the NCLB Act of 2001.	Compliance with NCLB requirements related to highly qualified teachers.	Meet or exceed	Met (All core/college-prep teachers properly credentialed per NCLB.)

## Measurable Pupil Outcomes for 2011-2016

The next charter term represent an improvement to the measurability of the pupil outcomes set forth in the current charter petition. Please see required text revisions pertaining to the school's Measurable Pupil Outcomes.

### Future Charter:

#### Measurable Student Outcomes

The School's outcomes are designed to align with the school's mission, curriculum and assessments and the California State Standards for courses offered at AIPCS. Upon graduation from the School, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

##### Academic Achievers who:

1. produce quality work across the curriculum
2. are extremely knowledgeable of literature
3. compute and solve advanced math problems
4. are knowledgeable about educational pathways and career choices
5. are equipped with the necessary skills to succeed in high school

##### Effective Communicators who:

1. demonstrate skills of speaking, listening, reading, and writing in a variety of situations
2. collaborate, work effectively, and manage interpersonal relationships within diverse groups
3. read and respond accurately and analytically to text questions
4. express themselves effectively through writing

##### Critical Thinkers who:

1. know how to access information and integrate knowledge
2. identify and use resources effectively to gather, communicate, and evaluate information
3. demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical manner

##### Life-long Learners who:

1. are open to discovery, develop an enthusiasm and interest for learning
2. are adaptive to a wide array of professional and cultural settings
3. are goal-oriented, understand the importance of hard work and continual goal setting

##### Socially Responsible Citizens who:

1. are aware and understand the relevance of different cultures in society
2. are leaders within their families, contribute to the improvement of life in their school and community
3. demonstrate personal responsibility and integrity

AIPCS will be held accountable for student achievement in the following ways:

1. California STAR results:
  - A. At least 80% of 5<sup>th</sup> and 6<sup>th</sup> graders will test proficient or advanced in math and language arts
  - B. At least 85% of 7<sup>th</sup> graders will test proficient or advanced in math and language arts
  - C. At least 90% of 8<sup>th</sup> graders will test proficient or advanced in math and language arts
2. Attendance Rate: The school's rate of attendance will exceed 98% each of the next five years
3. API Score: AIPCS will attain an API of 850 or higher in each of the next five years
4. Percentage of students who meet or exceed promotion requirements:
  - A. At least 80% of 5<sup>th</sup> and 6<sup>th</sup> graders will meet or exceed the AIPCS promotion standards
  - B. At least 85% of 7<sup>th</sup> graders will meet or exceed the AIPCS promotion standards
  - C. At least 90% of 8<sup>th</sup> graders will meet or exceed the AIPCS promotion standards

#### Academic Performance Index

AIPCS will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, AIPCS will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. AIPCS will incorporate the Content Standards for California Schools in the curriculum. AIPCS will update to all amended standards and will continue to incorporate them in the curriculum to enhance student performance

## **CONSIDERATIONS:**

### **Grade Levels Served**

The current charter is authorized to serve 5<sup>th</sup> through 8<sup>th</sup> grades, though the school has chosen to serve 6<sup>th</sup> through 8<sup>th</sup>.

- During the site visit, District staff inquired as to the intent of the school to serve 5<sup>th</sup> graders, and the school's governing board stated that it believes the elementary schools in the area are "doing a good job" and that they did not want to "steal" students by serving 5<sup>th</sup> grade.
- However, the petition submitted for a subsequent term and conversations with the administration indicate a desire to serve 5<sup>th</sup> through 8<sup>th</sup> grades.
- The petition does not contain a rationale of any sort for a change in program to now include 5<sup>th</sup> graders. Further, 5<sup>th</sup> grade is not a natural transition point for students and would require a student to withdraw from their current elementary school after 4<sup>th</sup> grade to enroll at AIPCS.
- The petition does not contain a rationale for, and reasonably comprehensive description of, why the school intends to serve 5<sup>th</sup> grade.
- The petition does not contain a rationale for, and reasonably comprehensive description of, how the school intends to serve 5<sup>th</sup> grade, including a facilities plan for increasing grade levels and the implications of the addition of 5<sup>th</sup> grade to the current program.

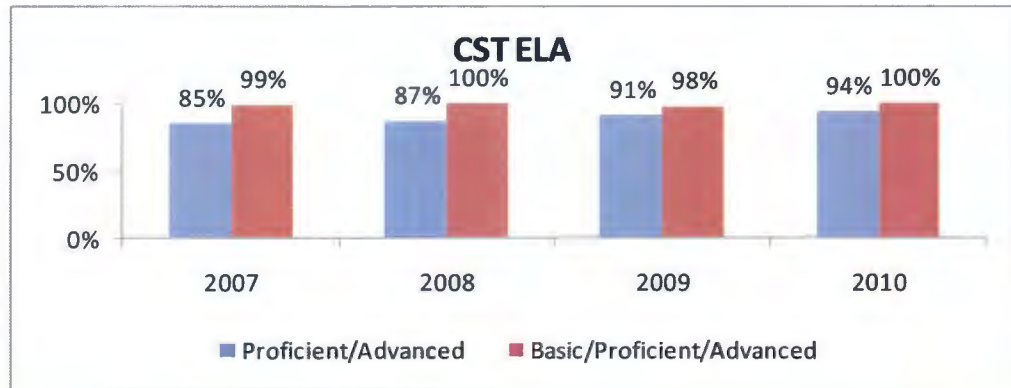
Based on the above, staff is not recommending the approval of a 5<sup>th</sup> grade program at this time. The school is encouraged to consider developing a more comprehensive program design and plan and can consider a Material Revision of its charter at a future time to allow the Governing Board of the district to consider the inclusion of a 5<sup>th</sup> grade program.



## STAR Testing Performance, API Results, & AYP Results

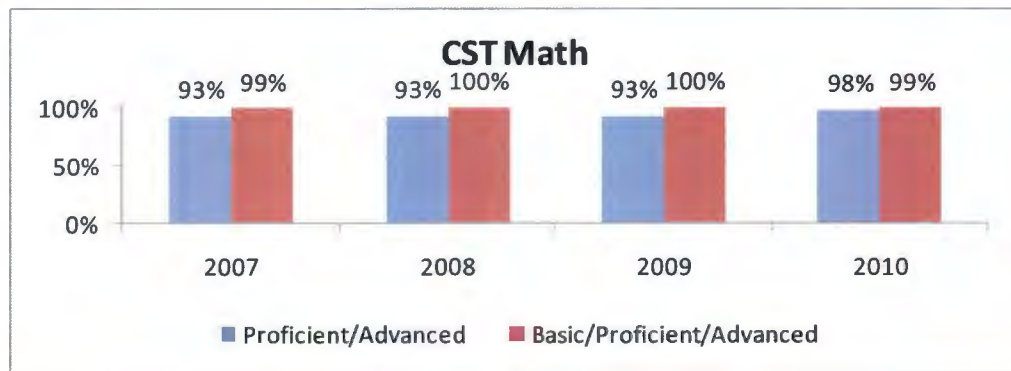
### CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2007	85%	99%
2008	87%	100%
2009	91%	98%
2010	94%	100%



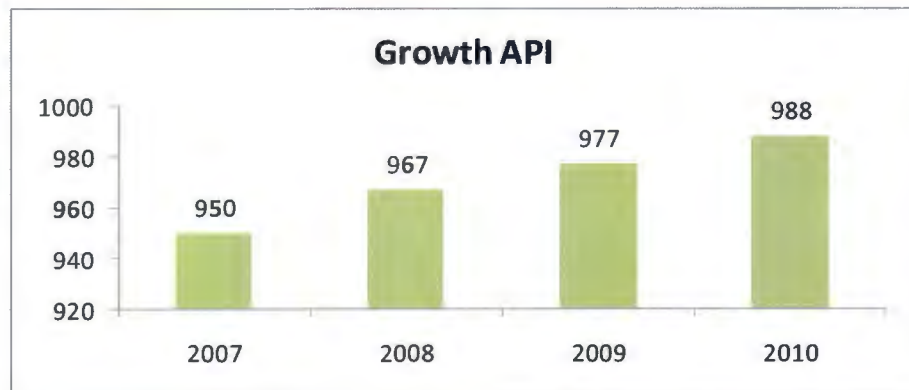
### CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2007	93%	99%
2008	93%	100%
2009	93%	100%
2010	98%	99%



### API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2007	950	10	N/A
2008	967	10	N/A
2009	977	10	N/A
2010	988	Pend	Pend



2007	2008	2009	2010	GROWTH
950	967	977	988	<b>38 pts</b>

### AYP (Performance Over Time)

	2007	2008	2009	2010
AYP Met?	YES	YES	YES	YES
AMO's	100%	100%	100%	100%

- The school has demonstrated **consistently high student CST performance** in both English Language Arts and mathematics over the past four years;
- The school opened in 1996. In **2007** the school API performance score was **950**. As of **2010**, the school API performance score was **988**. From **2007 to 2010** the school has grown their API by **38** points.
- The school has **improved** its API score in **all** of the prior four years.
- The school **has met** its AYP targets in all of the past four years.
- From **2007 to 2010** the school averaged **over 88%** proficient and advanced levels in ELA.
- From **2007 to 2010** the school averaged **over 93%** proficient and advanced levels in Math.
- From **2007 to 2010** the school increased proficient and advanced levels by 9% in ELA and **6%** in math.
- In 2010, **100%** of students performed at Basic/Proficient/Advanced in ELA and **99%** of students performed at Basic/Proficient/Advanced in Math.

## COMPARISON ANALYSIS

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### A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

- **Similar Grades Served: 5-8,6-8**

#### **API - 2010**

Order rank based on 2010 API Score

SCHOOL	GRADES	2007	2008	2009	2010
<b>American Indian Public Charter School (AIPCS)</b>	6-8	950	967	977	<b>988</b>
American Indian Public Charter School 2	6-8	N/A	917	933	974
Oakland Charter Academy	6-8	896	902	943	954
KIPP Bridge	5-8	763	760	789	864

#### **API - 2009**

Order rank based on 2009 API Score

SCHOOL	GRADES	2007	2008	2009	2010
<b>American Indian Public Charter School (AIPCS)</b>	6-8	950	967	<b>977</b>	988
Oakland Charter Academy	6-8	896	902	943	954
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KIPP Bridge	5-8	763	760	789	864



A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

➤ **Similar Grades Served: 5-8,6-8**

**CST - 2010**

Order rank based on 2010 CST % Proficient/Advanced

CST **ELA** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 07	ELA 08	ELA 09	ELA 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	83%	87%	91%	94%
American Indian Public Charter School 2	6-8	N/A	76%	81%	92%
Oakland Charter Academy	6-8	73%	76%	79%	83%
KIPP Bridge	5-8	43%	45%	58%	67%

Order rank based on 2010 CST % Proficient/Advanced

CST **MATH** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 07	Math 08	Math 09	Math 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	92%	93%	93%	98%
American Indian Public Charter School II	6-8	N/A	78%	84%	97%
Oakland Charter Academy	6-8	77%	78%	88%	95%
KIPP Bridge	5-8	43%	36%	42%	68%

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**

➤ **Similar Grades Served: 5-8,6-8**

**CST - 2009**

Order rank based on 2009 CST % Proficient/Advanced

CST **ELA** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		ELA 07	ELA 08	ELA 09	ELA 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	83%	87%	<b>91%</b>	94%
American Indian Public Charter School II	6-8	N/A	76%	81%	92%
Oakland Charter Academy	6-8	73%	76%	79%	83%
KIPP Bridge	5-8	43%	45%	58%	67%

Order rank based on 2009 CST % Proficient/Advanced

CST **MATH** SCORES OVER TIME

SCHOOL	GRADES	Prof/Adv	Prof/Adv	Prof/Adv	Prof/Adv
		Math 07	Math 08	Math 09	Math 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	92%	93%	<b>93%</b>	98%
American Indian Public Charter School 2	6-8	N/A	78%	84%	97%
Oakland Charter Academy	6-8	77%	78%	88%	95%
KIPP Bridge	5-8	43%	36%	42%	68%

**Comparison Sub-Group ANALYSIS: OAKLAND CHARTER SCHOOLS**

- The school **API score is (988) above the median** performance of Oakland charter schools in **2010** serving similar grades.
- The school **API score is (977) above the median** performance of Oakland charter schools in **2009** serving similar grades.
- The school has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past four years.

**CST**

**AIPCS' performance compared to Oakland Charter Schools.**

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Above	Above
	MATH	Above	Above
2009	ELA	Above	Above
	MATH	Above	Above



B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**

- **Similar Grades Served: 6-8**
- **Similar Demographic (< or > 50% Comparable low-income)**

**API - 2010**

Order rank based on 2010 API Score

SCHOOL	GRADES	2009	2010	Met AYP?
<b>American Indian Public Charter School (AIPCS)</b>	6-8	977	<b>988</b>	Yes
Montera Middle School	6-8	814	830	Yes
Urban Promise Academy	6-8	694	734	No
James Madison Middle School	6-8	674	728	Yes
Alliance Academy	6-8	629	704	No
Claremont Middle School	6-8	703	703	No
Westlake Middle School	6-8	716	694	No
Elmhurst Community Prep	6-8	647	685	Yes
Frick Middle School	6-8	597	637	No
Roosevelt Middle School	6-8	642	630	No
West Oakland Middle School	6-8	698	617	No
United For Success	6-8	570	608	No
Coliseum College Prep	6-12	591	605	No
Roots International Academy	6-8	575	593	No
Bret Harte Middle School	6-8	670	No API	No

**API - 2009**

Order rank based on 2009 API Score

SCHOOL	GRADES	2009	2010	Met AYP?
<b>American Indian Public Charter School (AIPCS)</b>	6-8	<b>977</b>	988	Yes
Montera Middle School	6-8	814	830	Yes
Westlake Middle School	6-8	716	694	No
Claremont Middle School	6-8	703	703	Yes
West Oakland Middle School	6-8	698	617	No
Urban Promise Academy	6-8	694	734	No
James Madison Middle School	6-8	674	728	No
Bret Harte Middle School	6-8	670	No API	Yes
Elmhurst Community Prep	6-8	647	685	No
Roosevelt Middle School	6-8	642	630	No
Alliance Academy	6-8	629	704	No
Frick Middle School	6-8	597	637	No
Roots International Academy	6-8	575	593	No
United For Success	6-8	570	608	No

**B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS**

- **Similar Grades Served: 6-8**
- **Similar Demographic (< or > 50% Comparable low-income)**

**CST: ELA - 2010**

Order rank based on 2010 CST % Proficient/Advanced

SCHOOL	LEVEL	ELA 09	ELA 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	91%	<b>94%</b>
Montera Middle School	6-8	60%	63%
Urban Promise Academy	6-8	39%	41%
Claremont Middle School	6-8	36%	40%
James Madison Middle School	6-8	22%	35%
Bret Harte Middle School	6-8	36%	33%
Westlake Middle School	6-8	33%	32%
Alliance Academy	6-8	23%	29%
Elmhurst Community Prep	6-8	19%	27%
Roosevelt Middle School	6-8	24%	24%
Frick Middle School	6-8	17%	22%
West Oakland Middle School	6-8	26%	22%
United For Success	6-8	16%	19%
Roots International Academy	6-8	15%	14%

**CST: Math - 2010**

Order rank based on 2010 CST % Proficient/Advanced

SCHOOL	LEVEL	MATH 09	MATH 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	93%	<b>98%</b>
Montera Middle School	6-8	52%	58%
Urban Promise Academy	6-8	26%	41%
James Madison Middle School	6-8	32%	40%
Claremont Middle School	6-8	31%	35%
Elmhurst Community Prep	6-8	21%	34%
Westlake Middle School	6-8	36%	34%
Alliance Academy	6-8	16%	32%
Roosevelt Middle School	6-8	25%	25%
Bret Harte	6-8	26%	24%
United For Success	6-8	17%	21%
West Oakland Middle School	6-8	43%	19%
Roots International Academy	6-8	7%	11%
Frick Middle School	6-8	14%	9%



B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

- Similar Grades Served: 6-8
- Similar Demographic (< or > 50% Comparable low-income)

**CST: ELA - 2009**

Order rank based on 2009 CST % Proficient/Advanced

SCHOOL	LEVEL	ELA 09	ELA 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	<b>91%</b>	<b>94%</b>
Montera Middle School	6-8	60%	63%
Urban Promise Academy	6-8	39%	41%
Claremont Middle School	6-8	36%	40%
Bret Harte Middle School	6-8	36%	33%
Westlake Middle School	6-8	33%	32%
West Oakland Middle School	6-8	26%	22%
Roosevelt Middle School	6-8	24%	24%
Alliance Academy	6-8	23%	29%
James Madison Middle School	6-8	22%	35%
Elmhurst Community Prep	6-8	19%	27%
Frick Middle School	6-8	17%	22%
United For Success	6-8	16%	19%
Roots International Academy	6-8	15%	14%

**CST: Math - 2009**

Order rank based on 2009 CST % Proficient/Advanced

SCHOOL	LEVEL	MATH 09	MATH 10
<b>American Indian Public Charter School (AIPCS)</b>	6-8	<b>93%</b>	<b>98%</b>
Montera Middle School	6-8	52%	58%
West Oakland Middle School	6-8	43%	19%
Westlake Middle School	6-8	36%	34%
James Madison Middle School	6-8	32%	40%
Claremont Middle School	6-8	31%	35%
Urban Promise Academy	6-8	26%	41%
Bret Harte Middle School	6-8	26%	24%
Roosevelt Middle School	6-8	25%	25%
Elmhurst Community Prep	6-8	21%	34%
United For Success	6-8	17%	21%
Alliance Academy	6-8	16%	32%
Frick Middle School	6-8	14%	9%
Roots International Academy	6-8	7%	11%



## Comparison Sub-Group ANALYSIS: OUSD DISTRICT SCHOOLS

- The school **API score (988)** above the median performance of Oakland district schools in **2010** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school **API score (977)** above the median performance of Oakland district schools in **2009** serving both similar grades and a demographically similar population based on student socio-economic status.
- The school has demonstrated consistent and steady improvement in API performance, CST ELA and CST math performance over the past eight years.

## **CST**

**AIPCS' performance compared to Oakland District Schools serving both similar grades and a demographically similar population.<sup>1</sup>**

<b>Year</b>	<b>CST Subject</b>	<b>Compared to the Median</b>	<b>Compared to the Average</b>
<b>2010</b>	<b>ELA</b>	Above	Above
	<b>MATH</b>	Above	Above
<b>2009</b>	<b>ELA</b>	Above	Above
	<b>MATH</b>	Above	Above

<sup>1</sup> Based on student socio-economic status.

## **EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW**

The quality of the school's educational program has been evaluated through a two-day site inspection conducted on **September 20 and 21, 2010** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **September 20 and 21, 2010**.

The following represent key findings of **District staff**:

### **Strengths:**

- The school uses data from multiple sources, including standardized tests, to determine areas of relative strength and weakness for students, and provide additional tutoring to address weaknesses.
- The school provides tutoring by classroom teachers to a majority of students from 3:15-5:30 p.m
- Students receive progress reports every three weeks and the school is constantly monitoring student performance and providing feedback to families.
- The educational program model features a self-contained classroom and extended year to maximize time spent on student learning.
- Teachers and students, in most cases, remain together for sixth, seventh, and eighth grade, facilitating strong bonds between teachers, students, and families, as well as a deep understanding of students' strengths and areas for growth.
- Teachers spend considerable time at the school supporting students through before- and after-school tutoring; students expressed appreciation for the high expectations teachers hold, and students believe that the strict discipline methods are rooted in their teachers' desires to see them succeed and receive an excellent education.

### **Challenges:**

- The school has few explicit or formal tools for evaluating teacher performance, though it is working on formalizing a tool to be used for classroom observations.
- The school does not maintain a library, and while classrooms have sets of books, availability of a range of reading materials for student use is limited.
- There are limited to no opportunities for students to use technology within the school.

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

**Strengths:**

- Student achievement in State tests is very high and is well above the local district and State averages.
- The school has high expectations for student progress and conduct, and provides a challenging academic curriculum for all students.
- The school provides a very safe and secure environment free from distractions that interfere with student learning.
- All stakeholders have a very clear understanding of the school's vision for enabling high student achievement.
- School leaders ensure that they communicate the school's academic success effectively to the wider school community.
- The school collects a wide range of data on student achievement and analyzes it to gain a better understanding of its academic strengths and development areas.

**Challenges:**

- Instruction is often teacher-centered and didactic, restricting students' opportunities for discussion and collaborative work in groups.
- The school has exacting standards for student behavior but disciplinary codes are inflexible and do not always treat students with dignity and respect.
- School leaders provide access to adequate professional development for teachers but do not closely monitor its impact on student learning.
- Teachers do not make full use of assessment data to match instruction to the learning styles and needs of all students.
- A significant number of students drop out of the school each year and do not complete the program.



## ○ Third Party Review Evaluation<sup>2</sup>

### **Criteria 1: Improving Student Achievement**

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

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

*Students at AIPCS achieve highly in State tests. Results show a pattern of constant improvement in the school's API scores, with the latest (2010) figure of 988 points easily exceeding the State target of 800 points. Starting from a base API score of 436 in 2001, the school has made year-on-year improvements to more than double that figure at present. In 2010, over 90 percent of students in nearly all sub-groups achieved proficiency in the California State Tests (CST), with a high proportion reaching advanced proficiency. The Hispanic or Latino student results in grade 6 English language arts and grade 8 history/social studies were the only exceptions. However, the results for these students were well in excess of those for the same groups in other local schools. There is no consistent pattern of underachievement for individual sub-groups, although female students do slightly better overall than males. The school's test results are well above the State average and the average for schools in the local district that students would have otherwise attended. The Blue Ribbon and National Title 1 Distinguished Schools awards recognize the school's high academic achievement. A strong focus on high attendance supports the school's academic goals and ensures an attendance rate of around 99 percent, which is well above district and State averages.*

*The school achieves these standards because of its consistently high expectations for student achievement. School documentation makes these expectations clear, with displays in classrooms and around the school reinforcing the school's 'no excuses' approach to reaching its targets for student achievement. Parents and students report that teachers focus closely on achievement and do not accept failure as an option. The school sets out its high expectations at the annual summer school, which is compulsory for all students enrolling at the school. This challenging three-week program makes clear to prospective student that the school expects high standards and will not accept excuses for failure. The student contract further reinforces the school's expectations for hard work and high achievement. School leaders focus closely on enabling teachers to concentrate on their classroom responsibilities without outside distractions. As a result of this approach, the school has an atmosphere in which academic achievement has a very high priority.*

### **Criteria 2: Strong Leadership**

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

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

*School leaders comply fully with the requirement to provide public reports on the school's progress by submitting quarterly reports to the board of governors and reviewing performance as required by Oakland Unified School District Office of Charter Schools. These documents are available for public scrutiny. The school has written policies for ensuring that school leaders are not involved in decisions where a conflict of interest is possible. Documentation produced by the school leadership shows a sound understanding of relevant legal requirements and indicates the personnel responsible for ensuring that the school's policies and practices are carried out. This allows the school to deliver most aspects of the program outlined in its charter, with the exceptions outlined above. The school monitors the success of its program largely through the analysis of academic performance data and through completing the performance review. This allows leaders to understand the school's areas of academic strength and weakness. However, school leaders do not actively seek input from stakeholders and the wider community in monitoring the school's effectiveness, and there is little*

<sup>2</sup> Excerpted portion of Third Party Review; see Attachment 3 for detailed analysis of each criterion.

involvement in the school's education program from local businesses and community organizations. This restricts the range of evidence on which to make decisions about school effectiveness.

### **Criteria 3: A Focus on Continuous Improvement**

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

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

*School leaders collect data on student progress from a variety of sources including formal tests, progress reports and report card grades. They analyze this data to gain a better understanding of the school's academic strengths and weaknesses. This allows them to identify areas in which to modify the curriculum or to allocate additional resources for instruction. For example, the school introduced advanced placement classes in response to the analysis of State test results, to encourage and increase critical thinking. The school has also changed textbooks where data suggested that this was necessary. In addition, the school uses assessment data to place students in classes with others of broadly similar ability. Teachers examine the data for their own students in faculty meetings and collaborative planning meetings, with the aim of identifying curriculum areas that need further reinforcement. This allows them to modify the broad approach for a class or subject. However, teachers do not use individual student data to differentiate instruction and to match the individual learning styles and needs of students. This results in a predominance of whole class teaching that does not respond to the variety of students' learning styles. Despite the broad placement by ability in classes, this lack of differentiation, alongside the high level of academic challenge, is a disadvantage for weaker students.*

(SEE **Attachment II** for detailed analysis of each criterion.)

Based on an analysis of the school's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **Academic Success** for the purposes of renewal. The school's Educational Program, overall has been evaluated to be **Proficient**.

**The school has met or made substantial progress towards meeting** its Measurable Pupil Outcomes identified in its charter. Additionally, **the school has attained achievement rates above the median and/or averages of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards.

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

The effectiveness and viability of the school has been evaluated through a two-day site inspection conducted on **September 20 and 21, 2010** by **District staff**. In addition, a **Third-Party Review** organization; *Cambridge Education*, has evaluated the school based on a two-day site inspection conducted concurrently on **September 20 and 21, 2010**.

The following represent key findings of **District staff**:

### Strengths:

- The school director provides monthly “Director’s Reports” to the governing board of the school.
- School has effective systems for meeting fiscal reporting requirements.
- The Governing Board is composed of a past leader and students of the school, as well as community members.

### Challenges:

- Board representative responses indicated a need to update some of its policies.
- An observed Board meeting demonstrated the approval of expenditures with little documentation or inquiry.
- During the site visit, Board members deferred to the one Board member not in attendance with respect to multiple programmatic questions.
- The school has experienced a leadership transition every year over the current term of the charter.
- The Board meets only four times a year.



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

**Strengths:**

- The school board and administration ensure the fair and consistent implementation of all relevant policies for governance.
- School leaders have systems in place to keep up to date with legislation and other developments relating to charter schools.
- The school has effective systems for meeting fiscal reporting requirements.
- School leaders give a high priority to expenditure that has a positive impact on student achievement.

**Challenges:**

- The school does not fully involve parents and the wider community in supporting student learning.

- Third Party Review evaluation

**Criteria 4: Responsible Governance**

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

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

*The governing board includes highly qualified and skilled professionals from a variety of backgrounds in business and education. This gives the board a balanced approach in carrying out its duties. However, most members are recently appointed and relatively inexperienced in school governance, so the board has adopted existing policies and procedures without yet reviewing them. All board members have undertaken training in school governance. At present, the board relies mainly on the principal to set the agenda for its quarterly meetings, although individual members have an input to the agenda when required. The board publishes agendas at least 72 hours before each meeting and invites input from stakeholders. The school's existing policies meet legal requirements and the board ensures that they are applied fairly and consistently. Since it is relatively new, the board looks to the chief operations officer to bring them up to date with legislation that affects charter schools. This helps the board to have a clear grasp of the environment in which charter schools operate. One board member also has the responsibility of monitoring developments that affect charter schools and bringing them to the board's notice. Individual board members take an active interest in educational developments and report to meetings.*

**Criteria 5: Fiscal Accountability**

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

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

*The school manages its funds effectively, maintaining a surplus to account for contingencies. It carries out and publishes an independent audit each year, as required by law. Premises and salary costs are relatively high for a school of this size, due to the cost of the lease agreement and the enhanced level of teachers' salaries. However, spending per student is below the district and State average. The school focuses this spending on areas that have a positive impact on student*

*achievement, such as textbooks and teaching materials. However, the lack of a school library and technology equipment to enhance learning reflects this low level of spending.*

(SEE **ATTACHMENT II** for detailed analysis of each criterion.)

## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

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

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

Based on this analysis, the school is deemed an **Effective, Viable Organization** for the purposes of charter renewal.



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

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

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

Staff has reviewed the school's records on file with the District and deemed that American Indian Public Charter School has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated in its charter, and has been compliant in its regulatory elements under its charter term.

## **RECOMMENDATION:**

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

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

This report recommends that the Oakland Unified School District Board of Education approve the charter renewal petition for AIPCS for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2011 and expire on June 30, 2016. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

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

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

### **ATTACHMENT I: CHARTER TEXT REVISIONS**

### **ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS**

### **ATTACHMENT III: CHARTER SCHOOL RENEWAL QUALITY REVIEW**

### **APPENDIX IV: EDUCATION PROGRAM MODEL**

**ATTACHMENT I - CHARTER TEXT REVISIONS:** The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District's Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than **5pm on June 1, 2011**.

## Oakland Unified School District Office of Charter Schools **REQUIRED CHARTER TEXT**

Charter Text	Text Reference	Required Revision
<u>Educational Program</u>	<p><b>Page 12</b></p> <p><b>Page 13</b></p>	<p><u>Add the following text:</u></p> <p><i>American Indian Public Charter School Serves 250 inner-city students in <del>fifth</del> <b>sixth</b> through eighth grade.</i></p> <p><i>AIPCS seeks to serve a heterogeneous group of 250 students in grades <del>5</del> <b>6-8</b>.</i></p>
<u>Measurable Student Outcomes</u>	<b>Page 27</b>	<p>The fourth MPO reads: "Percentage of students who meet or exceed promotion requirements:</p> <ul style="list-style-type: none"> <li>A. At least 80% of 5<sup>th</sup> and 6<sup>th</sup> graders will meet or exceed the AIPCS promotion standards</li> <li>B. At least 85% of 7<sup>th</sup> graders will meet or exceed the AIPCS promotion standards</li> <li>C. At least 90% of 8<sup>th</sup> graders will meet or exceed the AIPCS promotion standards</li> </ul> <p>The promotion requirements/standards appear to be a non-explicit interpretation of the opposite of the school's retention policy, described in Appendix S. The promotion requirements/standards are not measureable and are not reasonably comprehensive in their description.</p> <p><b><i>The school must provide a revised Measurable Pupil Outcome that articulates the exact promotion requirements and standards and submit this revision to the Office of Charter Schools by April 1<sup>st</sup>, 2011, to be reviewed and approved by the District.</i></b></p> <p>Should the District fail to approve these</p>





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:  
American Indian Public Charter School

To Coordinator, Office of Charter Schools:  
Office of Charter Schools

**Oakland Unified School District  
1025 Second Avenue, Room 206  
Oakland, California 94606**

**Oakland Unified School District  
4551 Steele Street, Room 11  
Oakland, California 94619**

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of

		<p>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.</p> <p>(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...</p> <p>(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</p>
<p><u>Impact on Charter Authorizer</u></p>	<p><b>Page 49</b></p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> <li>○ September 1 – Final Unaudited Financial Report for Prior Year</li> <li>○ December 1 – Final Audited Financial Report for Prior Year</li> <li>○ December 1 – First Interim Financial Report for Current Year</li> <li>○ <b><u>December 15 – Schedule of Expenditures</u></b></li> </ul>



		<p><b><u>of Federal Awards</u></b></p> <ul style="list-style-type: none"><li>○ March 1 – Second Interim Financial Report for Current Year</li><li>○ June 15 – Preliminary Budget for Subsequent Year</li></ul>
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## ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS

### Oakland Unified School District Site Review Evaluation Criteria for Charter Renewal

#### *Is the School an Academic Success?*

##### **Criteria 1: Improving Student Achievement**

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

###### ***A quality charter school . . .***

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

##### **Criteria 2: Strong Leadership**

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

###### ***A quality charter school leader . . .***

- Effectively communicates and engages stakeholders in the vision and mission of the school
- Consistently puts into practice the educational program outlined in its charter
- Generates and sustains a school culture conducive to student learning and staff professional growth
- Actively monitors and evaluates the success of the school's program
- Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer
- Treats all individuals with fairness, dignity and respect
- Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate

- Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success
- Abstains from any decision involving a potential or actual conflict of interest
- Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter
- Engages community involvement in the school

**Criteria 3: A Focus on Continuous Improvement**

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

***A quality charter school . . .***

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

***Is the School an Effective, Viable Organization?***

**Criteria 4: Responsible Governance**

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

***A quality charter school board and administration . . .***

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

**Criteria 5: Fiscal Accountability**

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

***A quality charter school . . .***

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



## APPENDIX IV: Education Program Model

Over the past several years, the administration of the American Indian Public Charter School (AIPCS), currently under evaluation in this report, has promoted efforts to expand, scale, and replicate its educational program. Its program has been referred to as the *American Indian Model (AIM)*. The program design implemented at AIPCS contains many attributes of a quality and sound educational program, which would be likely to serve a wide range of students. These include self-contained classes for all students 6-8<sup>th</sup> grade, looping with the same teacher for two to three years, established rituals and routines, as well as a core curriculum that pursues high academic standards.

Over the past three and a half years, district staff have conducted regular site visits and engaged in opportunities to observe, inspect, and inquire about the details of the American Indian program model. Through that period of oversight, as well as the most recent, in-depth evaluation of the AIPCS program, staff has determined the following;

Over time, the AIPCS program has gained notoriety in its reputation of high academic standards and stern discipline. Staff believes this has led to a narrowing target population of students entering and completing the school program.

- *In the most recent incoming 6<sup>th</sup> grade class, over 65% of students performed Proficient or Advanced in the prior year 5<sup>th</sup> grade, 80% of students performed Proficient or Advanced in the prior , 5-7% of students are below basic or far below basic in ELA and Math upon entrance to the school in 5<sup>th</sup> grade*
- *Parents, students, and teachers at the school consistently report that the type of student likely to be successful at the school are students who enter the school “committed to working hard, following the rules and willing to complete at least two hours or more of homework a night.”*
- *Staff in the school, including new teachers, consistently reported that students were “surprisingly well-behaved” and “very easy to teach.” When asked about the specific classroom management strategies implemented at the school, none were mentioned. Only afterschool/Saturday detention and requiring a student to complete work on the floor without a desk were discussed as consequences for repeatedly missing homework or in some instances of acting up in class. The administration stated during the charter renewal evaluation that there is no tolerance for students who do not work hard and who make excuses.*
- *Teachers dedicate a tremendous amount of time supervising tutoring and study hall afterschool and on Saturdays and demonstrate a great deal of care when talking about the goals of supporting each student to achieve. Nonetheless, the primary response to low academic performance in the school is grade retention. This can include failing one or more semesters of a core academic subject such as math or English Language Arts. Based on a partial data set provided by the school to date, approximately half of all retained students (15+/- % of students annually) choose not to return to the school. Of those who remain, academic performance the subsequent year varies with many students improving in their STAR scores and GPA, while others do not.*
- *Staff has conducted various inquiries into clarifying elements of the program “model,” which has lacked explicit policies or procedures. The school administration stated, when asked about formalizing policies and procedures, that taking the time to do so is not always valuable, stating “If we could accomplish the same thing in a conversation, then why write a policy?” Similar statements are given regarding the school’s success as a result of not having gotten “bogged down in process” is at odds with the school’s stated intent to expand its program model. The school has, however, begun over the past year to apply increased energy towards policy development following these inquiries.*

**Staff is in no way asserting at this time that it believes it is the goal of the AIPCS administration to exclude specific students, or groups of students. Staff has witnessed unparalleled care given to students by the adults in the school. Staff is confident that the students excelling in the school are benefiting from an uncommon learning experience, which provides a diligent focus on developing students’ Academic skills. Staff nonetheless believes that this stage of**

the charter renewal evaluation process warrants commentary to the district Board of Education on the program's proposed model, its design and its implementation. The Office of Charter Schools continues to review the scalability or application of the program given the areas above that are under review. Staff does believe that continued analysis of specific program components within the American Indian Model for purposes of identifying "best practices" is absolutely warranted and staff looks forward to further fostering a partnership of inquiry and practice sharing.