

**RESOLUTION OF THE GOVERNING BOARD  
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

**Resolution No. 1011-0136**

**DENYING CHARTER RENEWAL PETITION OF OAKLAND AVIATION HIGH SCHOOL  
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

**WHEREAS**, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

**WHEREAS**, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

**WHEREAS**, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility they are accountable for complying with the terms of their charters and applicable law; and

**WHEREAS**, Education Code Section 47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

**WHEREAS**, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in education Code Section 47605(b)(5)(A)-(Q), as well as the affirmations and other requirements set forth in Education Code Section 47605; and

**WHEREAS**, Title 5, Section 11967.5 of the California Code of Regulations (“Regulations”) contains the State Board of Education’s adopted criteria for the required elements for a charter petition as set forth in Education Code Section 47605(b) and although these criteria for the State Board of Education’s use in reviewing charter petitions are not binding on school districts they may provide instructive guidelines for school districts’ review of charter petitions; and

**WHEREAS**, Education Code Section 47607(a)(2) provides that renewals of charter petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed; and

**WHEREAS**, a governing board may deny a petition to renew a charter school if it makes written findings to support any of the following under Education Code Section 47605(b): (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 an affirmation of each of the conditions described in Education Code Section 47605, subdivision (d); and (4) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(Q); and

**WHEREAS**, Education Code Section 47607(b) provides that a charter school that has been in operation for at least four years shall meet at least one of four specified performance criteria prior to receiving a charter renewal; and

**WHEREAS**, Oakland Aviation High School is a charter school that began operating in 2006 and is in its fifth year of operation; and

**WHEREAS**, on or about January 12, 2011 the District received a petition to renew the charter for Oakland Aviation High School (“Petition”), a public charter school serving grades 9-12 with an approximate enrollment of 134 students in grades 9-12 during the 2010-2011 school year; and

**WHEREAS**, on or about February 9, 2011, the Board held a public hearing on the renewal petition as required by Education Code Section 47605(b); and

**WHEREAS**, the Board of Education, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 60 days of submission;

**NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED** by the Governing Board of the Oakland Unified School District that the renewal petition be DENIED because as provided in Education Code Section 47605(b)(1) and (2), Oakland Aviation High School presents an unsound educational program for the pupils enrolled in the charter school, is demonstrably unlikely to successfully implement the program set forth in the petition, and fails to contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(Q). The specific findings supporting the decision are enumerated below:

1. Oakland Aviation has not met any of the four specified performance criteria that Education Code Section 47607(b) requires charter schools that have been in operation for at least four years to meet prior to receiving a charter renewal, as follows:

- a. Oakland Aviation did not attain its API Growth Target in the prior year; did not attain its API Growth Target in two of the last three years; and did not attain its API Growth Target in the aggregate of the prior three years.
  - b. Oakland Aviation was not ranked 4 or higher on API in the prior year nor was it ranked 4 or higher on API in two of the last three years. (Oakland Aviation's rank on API was 1 in each year for which a rank was calculated by the California Department of Education.)
  - c. Because of its small size, a similar schools rank was not calculated by the California Department of Education for Oakland Aviation, therefore the school was not ranked 4 or higher on API Similar Schools in the prior year, nor was the school ranked 4 or higher on API Similar Schools in two of last three years.
  - d. Oakland Aviation's performance was not at least equal to the academic performance of schools students would have otherwise attended, and of the District as a whole, based on an analysis of the school's performance, including statewide standardized tests.
2. The school opened in 2006. In 2007, the school's API performance score was 519. As of 2010, the school API performance score was 500. Over the prior four years, the school's API decreased by 15 points.
  3. The school has improved its API score in only one of the prior four years.
  4. The school has met its AYP targets for only one of the past four years.
  5. From 2007 to 2010 the number of students performing at proficient and advanced levels has decreased by 5% in ELA. In 2010, 11% of students performed at proficient and advanced levels in ELA, which is below the District median and average.
  6. From 2007 to 2010 the number of students performing at proficient and advanced levels has decreased by 2% in Math. In 2010, 0% of students performed at proficient and advanced levels in Math, which is below the District median and average.
  7. The school API score (500) is below the median performance of Oakland charter schools in 2010 serving similar grades.
  8. The school API score (557) is below the median performance of Oakland charter schools in 2009 serving similar grades.
  9. The school API score (500) is below the median performance of Oakland district schools in 2010 serving similar grades.

10. The school API score (557) is equal to the median performance of Oakland district schools in 2009 serving similar grades.
11. The school has demonstrated consistently low API, CST ELA, and CST math performance when compared locally.
12. The school has low academic outcomes compared with student potential.
13. The school has not established a consistent, school-wide academic vision or instructional approach.
14. With some exceptions, instruction overall lacks the appropriate pace, rigor, and scaffolding techniques to support the student population to meet state standards.
15. The school uses benchmarks, but does not have a comprehensive plan to use such data to strategically inform and address student achievement.
16. There is little evidence to indicate that lessons are differentiated in order to meet the learning needs of lower and higher achieving students.
17. There is little evidence to indicate that teachers use higher ordering questioning skills to promote critical thinking.
18. The school does not have systems or a plan to evaluate and monitor if the school is in fact preparing students for success in college.
19. Despite the intended Aviation focus, there is little evidence that students are pursuing Aviation careers and are receiving an education program to facilitate this career path.
20. In prior years, students passed classes who had not completed the requisite work or achieved the requisite grades, as the result of deal-making with staff.
21. The school lacks a plan for outcome-based, year-long teacher professional development.
22. The school's governing board has not initiated or facilitated the creation or implementation of a clearly defined strategic improvement plan to address identified academic and operational needs.
23. The school's governing board needs significant internal focus on developing the board, yet has no formal plan for seeking board development training or resources.
24. The school lacks formally developed policies for all aspects of financial oversight and academic program oversight.
25. The school has failed to enroll the number of students specified in its charter and for which the school was designed.
26. The Charter Renewal Site Visit Review Report prepared by Cambridge Education, an independent, third party review evaluation also found:

- a. Standards of achievement are well below the levels expected at district and state level.
- b. School leaders do not have a sufficiently accurate understanding of the quality of education provided by the school.
- c. The standard of teaching and learning is generally well below the level required to raise academic performance and does not ensure that students make sufficient progress.
- d. Attitudes to work are not sufficiently focused on high achievement and on students taking full responsibility for their learning and future success.
- e. The school's governing board does not hold the school sufficiently to account for the achievement and success of its students.
- f. Fiscal planning and the monitoring of expenditure against income lacks the rigor required to ensure financial stability for the school.
- g. The curriculum and teaching in the school does not show sufficient fidelity to the school charter.

The findings contained in the March 9, 2011 staff report are incorporated by reference into this resolution.

**THE BOARD HEREBY FINDS** that Oakland Aviation High School has not met the performance requirements of Education Code Section 47607(b)(1) and (2) to qualify for renewal and that under Education Code Section 47605(b):

- 1. The Petition presents an unsound educational program for the pupils to be enrolled in the Charter School; and
- 2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition; and
- 3. The Petition fails to contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(Q) and to demonstrate the ability of the Petitioners to successfully implement the program (the renewal petition is virtually identical to the original charter petition even though the charter school has been in operation for 5 years and has made changes to the educational program).

The Board is therefore compelled to deny the Petition under the provisions of the Charter Schools Act. The Petition is hereby denied.

**PASSED AND ADOPTED** on March 9, 2010, by the Governing Board of the Oakland Unified School District by the following vote:

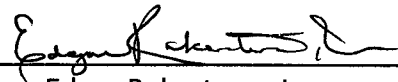
**AYES:** David Kakishiba, Jumoke Hodge, Noel Gallo, Vice President Jody London, President Gary Yee

**NOES:** Christopher Dobbins, Alice Spearman

**ABSTENTIONS:** None

**ABSENCES:** None

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted on the date and by the vote stated.



Edgar Rakestraw, Jr.

Secretary of the Governing Board  
Oakland Unified School District

File ID Number: 11-0128  
Introduction Date: 1/12/2011  
Enactment Number: 11-0377  
Enactment Date: 3-9-11 BJ  
By:



TO: Board of Education

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

DATE: March 9, 2011

RE: Oakland Aviation Charter School  
Charter Renewal Request

Legislative File

File ID No.: 11-0128  
 Introduction Date: 1/12/2011  
 Enactment No.: 11-0377  
 Enactment Date: 3-9-11  
 By: [Signature]

**ACTION REQUESTED:**

**Deny** Oakland Aviation High School's charter renewal because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have not met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably unlikely to successfully implement the program as set forth in the petition.

**BACKGROUND:**

**I. School Description and Key Program Elements:**

Opening Year	2006	Grades	9-12
Term Approval	1/25/2006	Attendance Area	CASTLEMONT
Renewal Date	6/30/2011	Board District	7
Term	FIRST	Funding	Direct-Funded

The school is currently in Program Improvement Year 2.

The following table describes their enrollment growth and projection:

YEAR	2006-07	2007-08	2008-09	2009-10	2010-11
GRADES	9	9-10	9-11	9-12	9-12
ENROLL	53	109	130	118	134

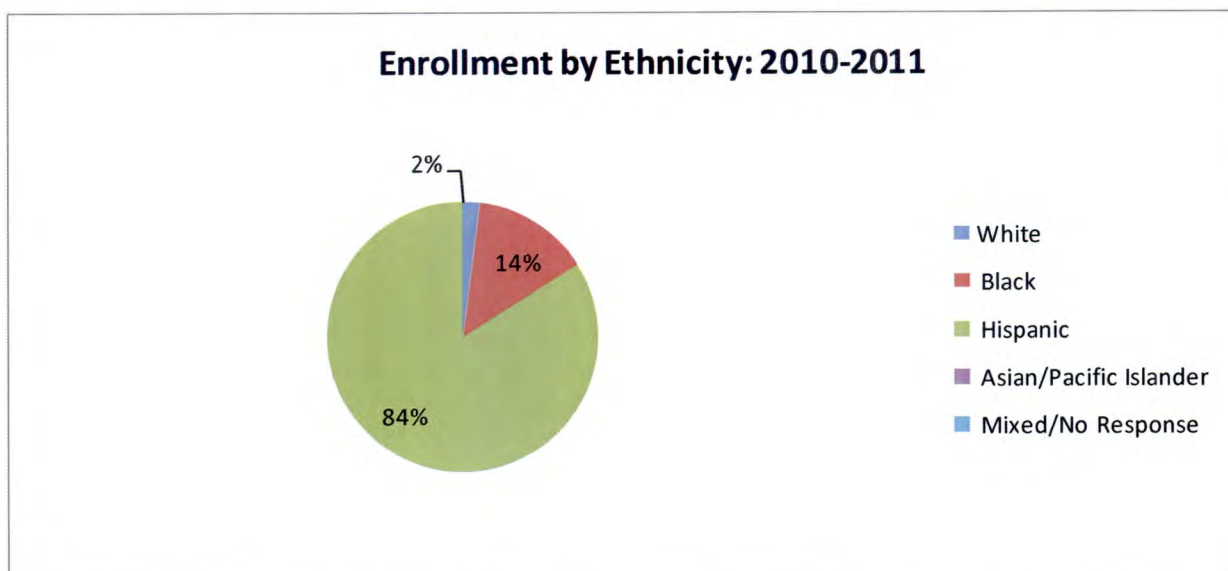
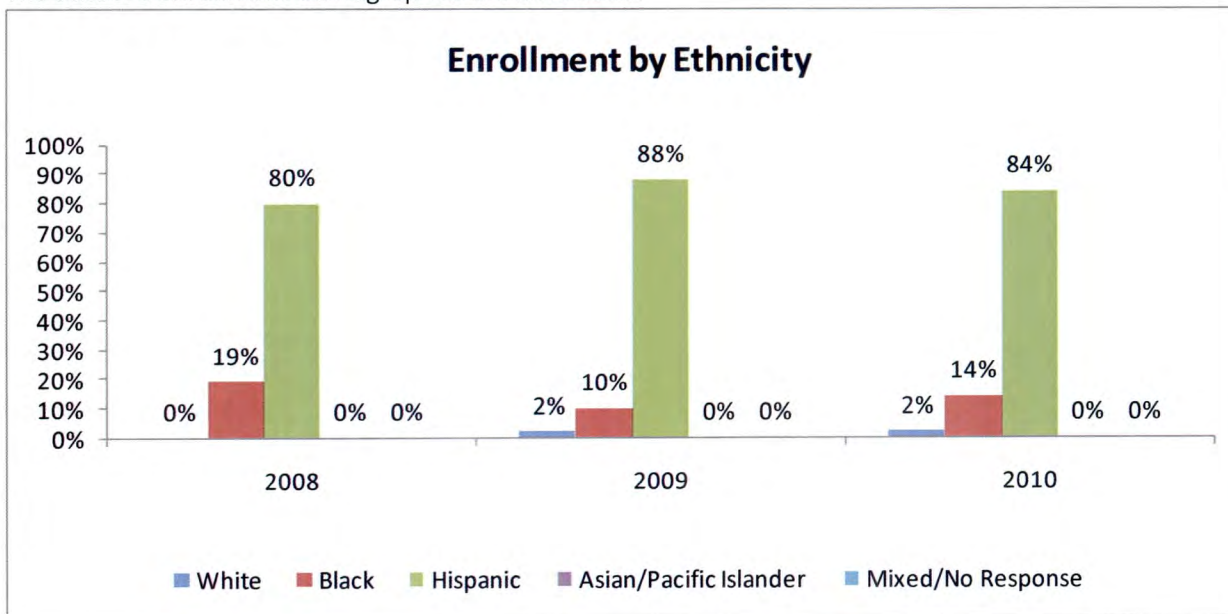
Certified:

[Signature]

Edgar Rakestraw, Jr., Secretary  
Board of Education

3/10/11

The school's enrollment demographics are as follows:



	2009-10	2010-11
Free & Reduced Lunch *	94%**	100%
Special Education	2%	1%
English Language Learners	N/A**	3%

\*NOTE: Schools have reported the Free & Reduced Lunch percentages upon request, which are reported here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix.

\*\* Figure reported by school (and shown here) is inconsistent with CDE Data. CDE reports 86% for 2009-10.



**Program Summary:**

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

The mission of OAHS is to serve the Oakland community's diverse population through providing a rigorous educational program that prepares high school students for success in college and develops the technical skills and personal qualities necessary for a successful career in aviation and business.

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

OAHS will utilize the following in implementing its educational program:

1. Application of brain-based research to instruction and school culture
2. Emphasis on project-based learning with clear objectives and measurable outcomes
3. Application of multiple assessments to drive instruction and program direction
4. Giving students real world experiences and challenges
5. Accountable personalized learning plans for each student
6. Developing students' interdisciplinary awareness and critical thinking
7. High expectations for students and staff

OAHS will implement the following structures and practices to ensure student success:

1. High expectations
2. Summer Bridge program
3. Extended student-teacher
4. Brain-based research and project-based learning
5. Looping
6. Leadership Training
7. English and Math Practicum
8. Intensive Math Saturdays
9. Personal Learning Plan
10. Academic Intervention Process
11. Home visits
12. Student Advocates
13. Parent Contact
14. Advisory
15. Academic Foundations

Students will choose 1 of 3 major areas of concentration:

1. Aviation Maintenance Technology
2. Preparation for a career in business or international trade
3. Personalized business internship program

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

The foundation of the OAHS instructional program is composed of five non-negotiable:

1. Strong focus on student achievement
2. Clear curricular focus on literacy and numeracy
3. Frequent assessment and multiple chances for students to show improvement
4. Emphasis on writing in all academic areas
5. External scoring of student work and program efficacy

## **STRONG FOCUS ON ACHIEVEMENT**

Student and staff achievement is celebrated and publicized in the school and community. High academic achievement is rewarded with high praise. Students who are not able to meet academic standards are supported to reach higher levels of achievement.

Standards, benchmarks and objectives are clearly stated, and examples of high, medium and low quality work are made available to students before they begin a task. Individual student performance is evaluated against exemplars.

## **FOCUS ON LITERACY AND NUMERACY**

Research on 90/90/90 schools shows that schools that focus curricular choices on mathematics, language arts and writing increase test scores in all subject areas. At OAHS this same principle of "less is more" is regularly applied and communicated.

## **FREQUENT ASSESSMENT AND MULTIPLE OPPORTUNITIES TO SHOW IMPROVEMENT**

Students who do poorly on assessments are given multiple opportunities to succeed. At OAHS learning is the goal, not grading. Our program focuses on teaching students how to self-assess, self-monitor and self-correct. Central to these behaviors is the ability to be metacognitive in regards to one's own learning and environment.

## EMPHASIS ON WRITING ACROSS THE CURRICULUM

In all courses students will be required not only to write, but also to publish their work in class journals, magazines and at the Western Aerospace Museum. There is a single rubric for writing at OAHS (based on the Six-Traits model). However, because the demands of competent writing in mathematics, science, English LA, history and physical education differ, each content area will have an additional rubric focused on the audience and form for each writing assignment.

## EXTERNAL SCORING OF STUDENT WORK

External scoring has three levels at OAHS: 1) Inter-department; 2) Peer and community; 3) City and state. In inter-department scoring, for example, teachers from the English Language Arts department will score work done by students in their math classes. This allows the school to develop a common assessment practice. It also contributes to helping teachers know their students well. Peer and community scoring happens on a regular basis in classes, and ritualistically during portfolio exhibitions. Peers, family members, teachers and board members score student exhibitions twice each semester. City and State scoring occurs mainly around standardized testing, but eventually will include the development of teams from different schools who will score student work and collaborate to strengthen teaching and learning beyond OAHS.

Student Personal Learning Plans are created and monitored by the student, a family member, the Advisor and one other adult of the student's choice. Together this team will assess student progress, and advocate for appropriate supports to increase performance.

**(EXCERPT from school's renewal performance report)**

## GOVERNING LAW:

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

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

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

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

## II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

AVIATION: SB 1137 CRITERIA FOR RENEWAL	Y/N
<b>1. API Growth Target:</b>	
Did school attain API Growth Target in prior year?	N
Did school attain API Growth Target in two of last three years?	N
Did school attain API Growth Target in the aggregate of the prior three years?	N
<b>2. API Rank:</b>	
Is the school ranked 4 or higher on API in prior year?	N
Is the school ranked 4 or higher on API in two of last three years?	N
<b>3. API Similar Schools<sup>1</sup> Rank:</b>	
Is the school ranked 4 or higher on API Similar Schools in prior year?	N/A
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	N/A
<b>4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</b>	N
<b>5. Has the school qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052 (Alternative School Accountability System – ASAM)?</b>	N

Oakland Aviation High School does not meet any of the criteria for the first three renewal criteria.

<sup>1</sup> School is too small to receive a similar schools rank  
Oakland Aviation High School– Charter Renewal  
March 9, 2011

Further analysis was performed to determine if the fourth criterion was met. This standard requires a finding that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. This finding must be documented with clear and convincing data from assessments (including state standardized tests) and information provided by the charter school. For this analysis, we compared the school's performance on API and CST, and the 10<sup>th</sup> grade CAHSEE pass rate with the schools that students would otherwise attend (Castlemont and Fremont) and with other district schools.

Year	06-07	07-08	08-09	09-10	2009 Statewide Rank	2009 Similar Schools Rank
Aviation API	519	518	557	500	1	N/A
<i>Castlemont:</i>						
East Oakland School of the Arts	521	481	556	535	1	3
Business & Information Technology High	485	528	529	512	1	2
Leadership Preparatory High	541	523	516	529	1	1
Castlemont average	515.67	510.67	533.67	525.33		
<i>Fremont:</i>						
College Preparatory & Architecture Academy	621	638	585	606	1	3
Mandela High	552	529	556	537	1	2
Media College Preparatory	550	521	600	620	1	1
Fremont average	574.33	562.67	580.33	587.67		
Weighted average (74% C / 26% F)	530.92	524.19	545.80	541.54		

High Schools	CST 07-08 (% prof/adv)			CST 08-09 (% prof/adv)			CST 09-10 (% prof/adv)		
	ELA 9	ELA 10	ELA 11	ELA 9	ELA 10	ELA 11	ELA 9	ELA 10	ELA 11
Business and Information Technology High	19%	9%	5%	11%	13%	6%	8%	10%	9%
East Oakland School of the Arts	20%	11%	5%	15%	15%	7%	26%	14%	10%
Leadership Preparatory High	9%	8%	8%	9%	5%	11%	23%	10%	3%
<b>Average Castlemont</b>	<b>16%</b>	<b>9%</b>	<b>6%</b>	<b>12%</b>	<b>11%</b>	<b>8%</b>	<b>19%</b>	<b>11%</b>	<b>7%</b>
Mandela High	16%	7%	6%	9%	10%	10%	15%	8%	15%
Media College Preparatory	12%	10%	6%	27%	10%	19%	22%	25%	13%
College Preparatory and Architecture Academy	15%	25%	27%	13%	24%	25%	26%	14%	26%
<b>Average Fremont</b>	<b>14%</b>	<b>14%</b>	<b>13%</b>	<b>16%</b>	<b>15%</b>	<b>18%</b>	<b>21%</b>	<b>16%</b>	<b>18%</b>
Oakland Aviation High	28%	5%	n/a	11%	16%	6%	5%	10%	16%
Weighted Average (74% C / 26% F)	16%	11%	8%	13%	12%	11%	20%	12%	10%
District-wide	27%	22%	21%	28%	24%	22%	33%	25%	26%

High Schools	CST 07-08 (% prof/adv)			CST 08-09 (% prof/adv)			CST 09-10 (% prof/adv)		
	Alg I	Geometry	Alg II	Alg I	Geometry	Alg II	Alg I	Geometry	Alg II
Business and Information Technology High	1%	5%	1%	4%	4%	4%	7%	3%	0%
East Oakland School of the Arts	2%	0%	0%	8%	2%	0%	10%	4%	0%
Leadership Preparatory High	0%	0%	3%	7%	0%	0%	10%	1%	0%
<b>Average Castlemont</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>	<b>6%</b>	<b>2%</b>	<b>1%</b>	<b>9%</b>	<b>3%</b>	<b>0%</b>
Mandela High	5%	4%	6%	6%	5%	13%	10%	2%	14%
Media College Preparatory	2%	2%	0%	3%	3%	0%	1%	0%	1%
College Preparatory and Architecture Academy	0%	4%	36%	2%	11%	14%	12%	2%	15%
<b>Average Fremont</b>	<b>2%</b>	<b>3%</b>	<b>14%</b>	<b>4%</b>	<b>6%</b>	<b>9%</b>	<b>8%</b>	<b>1%</b>	<b>10%</b>
Oakland Aviation High	1%	0%	n/a	4%	0%	0%	n/a	0%	0%
Weighted Average (74% C / 26% F)	1%	2%	5%	6%	3%	3%	9%	2%	3%
District-wide	13%	13%	11%	17%	11%	14%	19%	14%	14%

	CAHSEE 06-07		CAHSEE 07-08		CAHSEE 08-09		CAHSEE 09-10	
	ELA % 10th gr pass	Math % 10th gr pass	ELA % 10th gr pass	Math % 10th gr pass	ELA % 10th gr pass	Math % 10th gr pass	ELA % 10th gr pass	Math % 10th gr pass
<b>High Schools</b>								
Business and Information Technology High	35%	42%	40%	57%	49%	48%	48%	43%
East Oakland School of the Arts	43%	40%	33%	33%	60%	60%	61%	45%
Leadership Preparatory High	53%	56%	53%	53%	43%	38%	43%	42%
<b>Average Castlemont</b>	<b>44%</b>	<b>46%</b>	<b>42%</b>	<b>48%</b>	<b>51%</b>	<b>49%</b>	<b>51%</b>	<b>43%</b>
Mandela High	54%	65%	43%	56%	53%	65%	52%	49%
Media College Preparatory	56%	50%	57%	58%	53%	59%	74%	61%
College Preparatory and Architecture Academy	52%	69%	54%	74%	63%	65%	61%	68%
<b>Average Fremont</b>	<b>54%</b>	<b>61%</b>	<b>51%</b>	<b>63%</b>	<b>56%</b>	<b>63%</b>	<b>62%</b>	<b>59%</b>
Oakland Aviation High	na	na	55%	52%	77%	70%	46%	75%
# of students tested			62	63	30	30	28	28
<b>Weighted Average (74% C / 26% F)</b>			<b>44.4%</b>	<b>51.6%</b>	<b>52.1%</b>	<b>52.4%</b>	<b>53.7%</b>	<b>47.5%</b>

CAHSEE mathematics scores for Oakland Aviation were higher than these district schools in the past two years (although numbers of students tested were small). However, none of the teachers who previously taught math at the school remain on staff.

It is staff's conclusion that the school does not meet the statutory threshold for renewal of its charter. Nonetheless, a complete analysis of the renewal petition with reference to the OUSD Renewal Standards was performed.

## STANDARDS AND CRITERIA

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### **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 (b)(5)*)

**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 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 overall staff recommendation.**

## 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 not met or not made substantial progress towards meeting the majority of the Measurable Pupil Outcomes outlined in its charter. The school opened in 2006. In **2007** the school API performance score was 519. As of **2010** the school API performance score was **500**. Over the prior four years, the school's API has decreased by 19 points.

The following is an analysis of the extent to which the school has not met its measurable pupil outcomes as stated in its charter.

#### NOT MET

Measurable Pupil Outcomes	Instrument	Target	Progress
At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.	Graduation rate with general and airframe maintenance certification from the FAA.	At least 15 seniors per year	NOT MET; No students have graduated with general and airframe maintenance certification from the FAA; few, if any, appear to be on track to do so
OAHS will strive to reach a CAHSEE pass rate of 90%.	CAHSEE	90% pass rate	NOT MET; SEE CAHSEE table below
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.	ADA	To strive, on average, to exceed the District average; Reach 95% ADA by end of the charter term	NOT MET 2006-07: 94% 2007-08: 96% 2008-09: 92% 2009-10: 93%
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.	API	Meets its Academic Performance Index growth targets	NOT MET; SEE API TABLE below
It is the goal of OAHS to make adequate yearly progress as defined by NCLB, and to equal District AYP growth rates.	AYP	Make adequate yearly progress as defined by NCLB, and to equal District AYP growth rates.	NOT MET; SEE AYP TABLE below

#### NO EVIDENCE OF PROGRESS

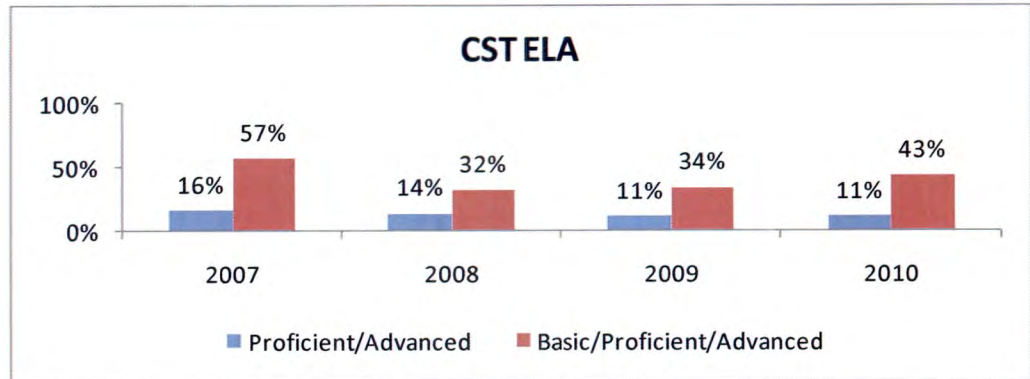
Measurable Pupil Outcomes	Instrument	Target	Progress
Each student will improve individual composite scores on the CST/CAT6 from year to year.	CST	Each student will improve individual composite scores	NO EVIDENCE OF PROGRESS; The school did not provide any evidence of monitoring this Measurable Pupil Outcome.
Each student will achieve proficiency in key concepts,	Daily and weekly assignments;	Each student will achieve proficiency	NO EVIDENCE OF PROGRESS; The school did not provide any

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.	Portfolio assessments; Graduation exhibition; Standardized tests		evidence of monitoring this Measurable Pupil Outcome.  SEE CST analysis below for proficient/advanced percentages for ELA and Math.
At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.	Graduation rate; Graduation enrollment rate in college, an entry-level position in the Aviation Industry, or begin a career in business.	At least 95% of OAHS graduates	NO EVIDENCE OF PROGRESS; The school did not provide data or evidence that 95% of students entered college, an entry level position in Aviation industry, or began a career in business.

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

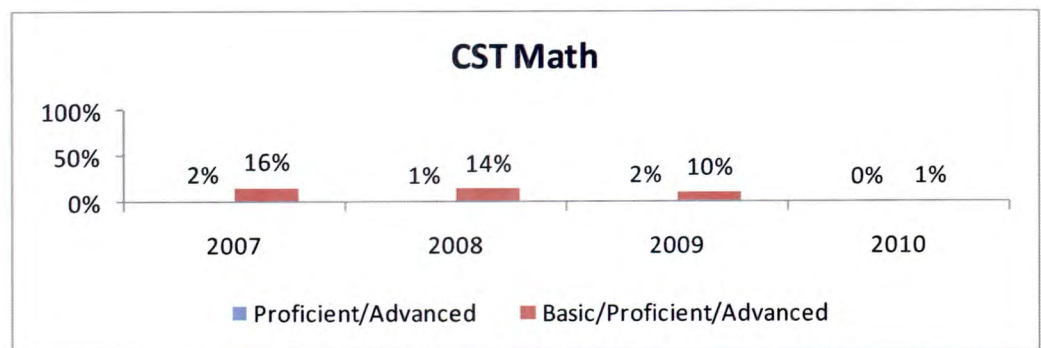
### CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2007	16%	57%
2008	14%	32%
2009	11%	35%
2010	11%	43%



### CST Mathematics (Performance Over Time)

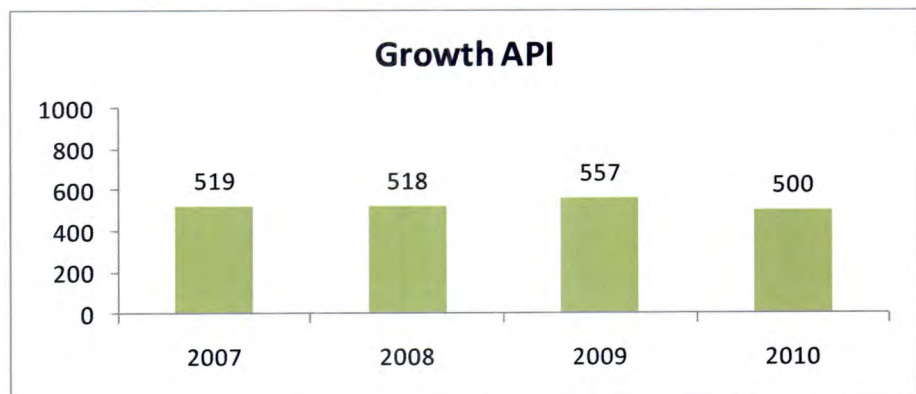
YEAR	P/A	B/P/A
2007	2%	16%
2008	1%	14%
2009	2%	10%
2010	0%	1%



### API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2007	519	1*	N/A
2008	518	1*	N/A
2009	557	1	N/A
2010	500	Pend	Pend

\*API calculated for small school



2007	2008	2009	2010	GROWTH
519	518	557	500	-19pts

### AYP (Performance Over Time)

	2007	2008	2009	2010
AYP Met?	NO	NO	YES	NO
AMO's	67%	17%	100%	40%

- The school has not demonstrated **growth in student CST performance** in English Language Arts or Math over the past three years, and in some areas student performance has decreased;
- The school opened in 2006. In **2007** the school API performance score was **519**. As of **2010**, the school API performance score was **500**. Over the prior four years, the school's API decreased by **15** points.
- The school has **improved** its API score in **one** of the prior four years.
- The school has met its AYP targets for **one** of the past four years.
- From **2007 to 2010** the number of students performing at proficient and advanced levels has decreased by **5%** in ELA. In 2010, 11% of students performed at proficient and advanced levels in ELA.
- From **2007 to 2010** the number of students performing at proficient and advanced levels has decreased by **2%** in Math. In 2010, 0% of students performed at proficient and advanced levels in Math.

## COMPARISON ANALYSIS

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

- **Similar Grades Served: 9-12**

### **API - 2010**

Order rank based on 2010 API Score

SCHOOL	GRADES	2007	2008	2009	2010
American Indian Public High School	9-12	940	958	946	976
Oakland Charter High School	9-12	N/A	939	955	961
Lighthouse Charter High School	9-12	606	681	763	756
Oakland Unity High School	9-12	595	624	677	698
East Oakland Leadership Academy High	9-12	N/A	N/A	657	633
LPS College Park	9-12	535	590	554	616
<b>Oakland Aviation High School (OAHS)</b>	9-12	519	518	557	500
ARISE High School	9-12	N/A	488	507	484

### **API - 2009**

Order rank based on 2009 API Score

SCHOOL	GRADES	2007	2008	2009	2010
Oakland Charter High School	9-12	N/A	939	955	961
American Indian Public High School	9-12	940	958	946	976
Lighthouse Charter High School	9-12	606	681	763	756
Oakland Unity High School	9-12	595	624	677	698
East Oakland Leadership Academy High	9-12	N/A	N/A	657	633
<b>Oakland Aviation High School (OAHS)</b>	9-12	519	518	557	500
LPS College Park	9-12	535	590	554	616
ARISE High School	9-12	N/A	488	507	484

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

➤ **Similar Grades Served: 9-12**

**CST – 2010**

**Order rank based on 2010 CST % Proficient/Advanced-ELA**

**CST ELA SCORES OVER-TIME**

SCHOOL	GRADES	ELA 07	ELA 08	ELA 09	ELA 10
American Indian Public High School (AIPHS)	9-12	91%	92%	96%	97%
Oakland Charter High School	9-12	N/A	93%	95%	91%
Lighthouse Community Charter High School	9-12	23%	30%	35%	53%
East Oakland Leadership Academy High	9-12	N/A	N/A	44%	42%
Oakland Unity High School	9-12	19%	21%	25%	30%
LPS College Park	9-12	10%	17%	18%	19%
ARISE High School	9-12	N/A	17%	13%	17%
<b>Oakland Aviation High School (OAHS)</b>	9-12	15%	14%	11%	11%

**Order rank based on 2010 CST % Proficient/Advanced-MATH**

**CST MATH SCORES OVER-TIME**

SCHOOL	GRADES	MATH 07	MATH 08	MATH 09	MATH 10
American Indian Public High School	9-12	76%	75%	86%	96%
Oakland Charter High School	9-12	N/A	86%	87%	89%
Lighthouse Community Charter High School	9-12	10%	3%	16%	19%
LPS College Park	9-12	9%	14%	14%	16%
Oakland Unity High School	9-12	2%	2%	3%	6%
ARISE High School	9-12	N/A	4%	3%	4%
East Oakland Leadership Academy High	9-12	N/A	N/A	13%	0%
<b>Oakland Aviation High School (OAHS)</b>	9-12	2%	1%	1%	0%

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

➤ **Similar Grades Served: 9-12**

**CST - 2009**

**Order rank based on 2009 CST % Proficient/Advanced-ELA**

CST **ELA** SCORES OVER-TIME

SCHOOL	GRADES	ELA 07	ELA 08	ELA 09	ELA 10
American Indian Public High School	9-12	91%	92%	96%	97%
Oakland Charter High School	9-12	N/A	93%	95%	91%
East Oakland Leadership Academy High	9-12	N/A	N/A	44%	42%
Lighthouse Community Charter High School	9-12	23%	30%	35%	53%
Oakland Unity High School	9-12	19%	21%	25%	30%
LPS College Park	9-12	10%	17%	18%	19%
ARISE High School	9-12	N/A	17%	13%	17%
<b>Oakland Aviation High School (OAHS)</b>	9-12	15%	14%	11%	11%

**Order rank based on 2009 CST % Proficient/Advanced-MATH**

CST **MATH** SCORES OVER-TIME

SCHOOL	GRADES	MATH 07	MATH 08	MATH 09	MATH 10
Oakland Charter High School	9-12	N/A	86%	87%	89%
American Indian Public High School	9-12	76%	75%	86%	96%
Lighthouse Community Charter High School	9-12	10%	3%	16%	19%
LPS College Park	9-12	9%	14%	14%	16%
East Oakland Leadership Academy High	9-12	N/A	N/A	13%	0%
Oakland Unity High School	9-12	2%	2%	3%	6%
ARISE High School	9-12	N/A	4%	3%	4%
<b>Oakland Aviation High School (OAHS)</b>	9-12	2%	1%	1%	0%



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

- The school **API score (500)** is **below the median** performance of Oakland charter schools in **2010** serving similar grades.
- The school **API score (557)** is **below the median** performance of Oakland charter schools in **2009** serving similar grades.

The school has not demonstrated improvement in API performance over the past four years.

**CST**

**Aviation's performance compared to Oakland Charter Schools.**

<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>	Below	Below
	<b>MATH</b>	Below	Below
<b>2009</b>	<b>ELA</b>	Below	Below
	<b>MATH</b>	Below	Below

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

➤ **Similar Grades Served: 9-12**

**API - 2010**

Order rank based on 2010 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
Oakland Technical High	9-12	621	643	686	No
LIFE Academy	9-12	635	659	662	No
Oakland High	9-12	629	633	649	No
Media College Preparatory	9-12	519	600	620	No
College Preparatory and Architecture Academy	9-12	638	582	606	No
Far West	9-12	548	578	578	No
MetWest High	9-12	571	580	570	No
Mandela High	9-12	528	557	537	No
East Oakland School of the Arts	9-12	478	554	535	No
Leadership Preparatory High	9-12	523	516	529	No
YES, Youth Empowerment	9-12	537	535	525	No
Business and Information Technology High	9-12	526	527	512	No
<b>Oakland Aviation High School (OAHS)</b>	9-12	518	557	500	No
Skyline High	9-12	658	667	n/a	No

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

➤ **Similar Grades Served: 9-12**

**API - 2009**

Order rank based on 2009 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
Skyline High	9-12	658	667	n/a	No
LIFE Academy	9-12	635	659	662	Yes
Oakland Technical High	9-12	621	643	686	No
Oakland High	9-12	629	633	649	No
Media College Preparatory	9-12	519	600	620	No
College Preparatory and Architecture Academy	9-12	638	582	606	No
MetWest High	9-12	571	580	570	No
Far West	9-12	548	578	578	No
Mandela High	9-12	528	557	537	No
<b>Oakland Aviation High School (OAHS)</b>	9-12	518	557	500	No
East Oakland School of the Arts	9-12	478	554	535	No
YES, Youth Empowerment	9-12	537	535	525	No
Business and Information Technology High	9-12	526	527	512	No
Leadership Preparatory High	9-12	523	516	529	No

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

➤ **Similar Grades Served: 9-12**

**CST ELA - 2010**

Order rank based on 2010 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 09	ELA 10
Skyline High	9-12	38%	70%
Oakland Technical High	9-12	38%	44%
Oakland High	9-12	30%	34%
MetWest High	9-12	32%	29%
LIFE Academy	9-12	25%	27%
College Preparatory and Architecture Academy	9-12	19%	22%
Media College Preparatory	9-12	20%	21%
Far West	9-12	21%	17%
East Oakland School of the Arts	9-12	13%	17%
McClymonds (formerly EXCEL)	9-12	13%	15%
Mandela High	9-12	10%	13%
<b>Oakland Aviation High School (OAHS)</b>	9-12	11%	11%
Leadership Preparatory High	9-12	8%	11%
YES, Youth Empowerment	9-12	15%	9%
Business and Information Technology High	9-12	10%	9%

B. Comparison Sub-Group: OUSD DISTRICT SCHOOLS

➤ Similar Grades Served: 9-12

**CST Math - 2010**

Order rank based on 2010 CST % Proficient/Advanced

**Math**

SCHOOL	LEVEL	MATH 09	MATH 10
Oakland Technical High	9-12	18%	22%
Oakland High	9-12	15%	21%
Skyline High	9-12	13%	18%
LIFE Academy	9-12	15%	13%
Mandela High	9-12	7%	9%
MetWest High	9-12	5%	9%
College Preparatory and Architecture Academy	9-12	8%	8%
East Oakland School of the Arts	9-12	4%	5%
Business and Information Technology High	9-12	4%	4%
McClymonds (formerly EXCEL)	9-12	4%	4%
Leadership Preparatory High	9-12	3%	4%
Far West	9-12	3%	4%
YES, Youth Empowerment	9-12	2%	3%
Media College Preparatory	9-12	2%	1%
<b>Oakland Aviation High School (OAHS)</b>	9-12	2%	<b>0%</b>

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

➤ **Similar Grades Served: 9-12**

**CST ELA - 2009**

Order rank based on 2009 CST % Proficient/Advanced

SCHOOL	LEVEL	ELA 09	ELA 10
Skyline High	9-12	38%	70%
Oakland Technical High	9-12	38%	44%
MetWest High	9-12	32%	29%
Oakland High	9-12	30%	34%
LIFE Academy	9-12	25%	27%
Far West	9-12	21%	17%
Media College Preparatory	9-12	20%	21%
College Preparatory and Architecture Academy	9-12	19%	22%
YES, Youth Empowerment	9-12	15%	9%
East Oakland School of the Arts	9-12	13%	17%
McClymonds (formerly EXCEL)	9-12	13%	15%
<b>Oakland Aviation High School (OAHS)</b>	9-12	<b>11%</b>	<b>11%</b>
Mandela High	9-12	10%	13%
Business and Information Technology High	9-12	10%	9%
Leadership Preparatory High	9-12	8%	11%

**CST Math - 2009**

Order rank based on 2009 CST % Proficient/Advanced

SCHOOL	LEVEL	MATH 09	MATH 10
Oakland Technical High	9-12	18%	22%
Oakland High	9-12	15%	21%
LIFE Academy	9-12	15%	13%
Skyline High	9-12	13%	18%
College Preparatory and Architecture Academy	9-12	8%	8%
Mandela High	9-12	7%	9%
MetWest High	9-12	5%	9%
East Oakland School of the Arts	9-12	4%	5%
McClymonds (formerly EXCEL)	9-12	4%	4%
Business and Information Technology High	9-12	4%	4%
Leadership Preparatory High	9-12	3%	4%
Far West	9-12	3%	4%
<b>Oakland Aviation High School (OAHS)</b>	9-12	<b>2%</b>	<b>0%</b>
YES, Youth Empowerment	9-12	2%	3%
Media College Preparatory	9-12	2%	1%

## B. Comparison Sub-Group ANALYSIS: OUSD DISTRICT SCHOOLS

### API

- The school **API score (500)** is **below the median** performance of Oakland district schools in **2010** serving similar grades.
- The school **API score (557)** is **equal to the median** performance of Oakland district schools in **2009** serving similar grades.
- The school has demonstrated consistently low API, CST ELA, and CST math performance when compared locally.

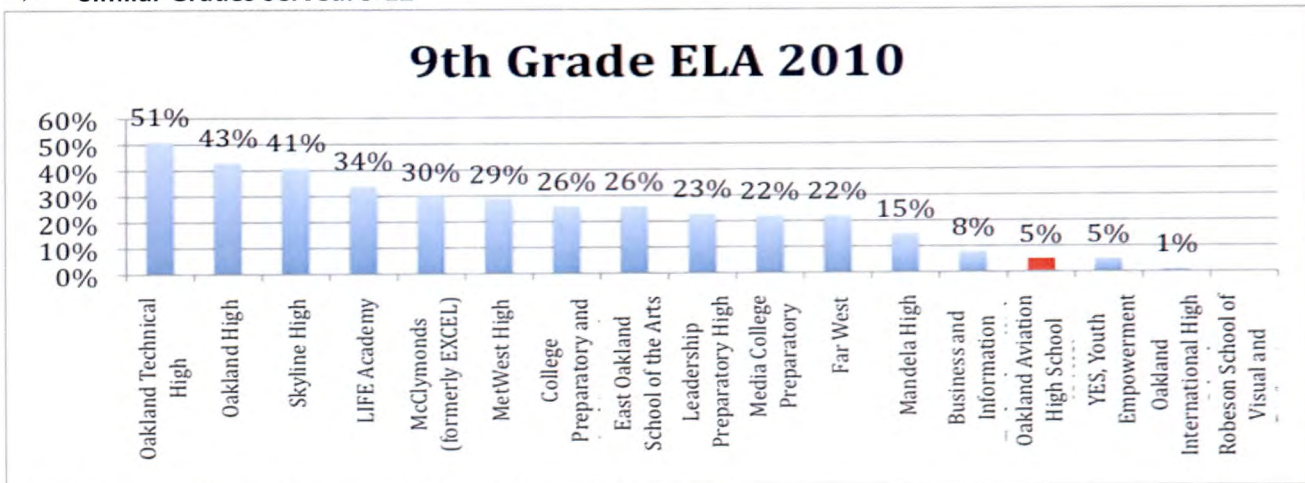
### CST

Aviation's performance compared to Oakland District Schools serving similar grade levels.

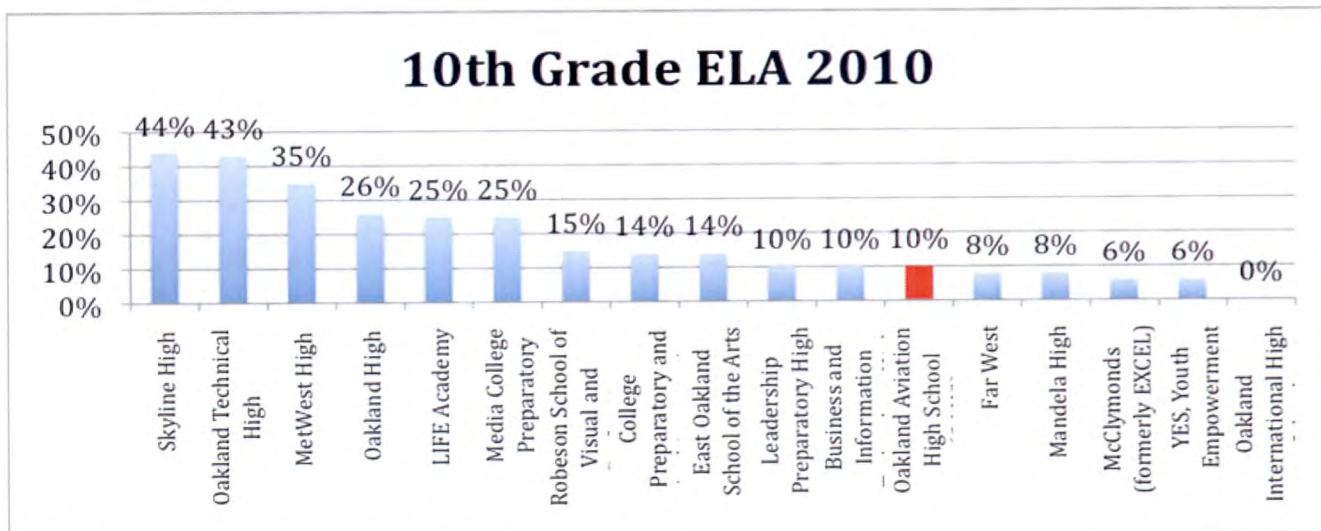
Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Below	Below
	MATH	Below	Below
2009	ELA	Below	Below
	MATH	Below	Below

C. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS: CST Grade Level 2010**

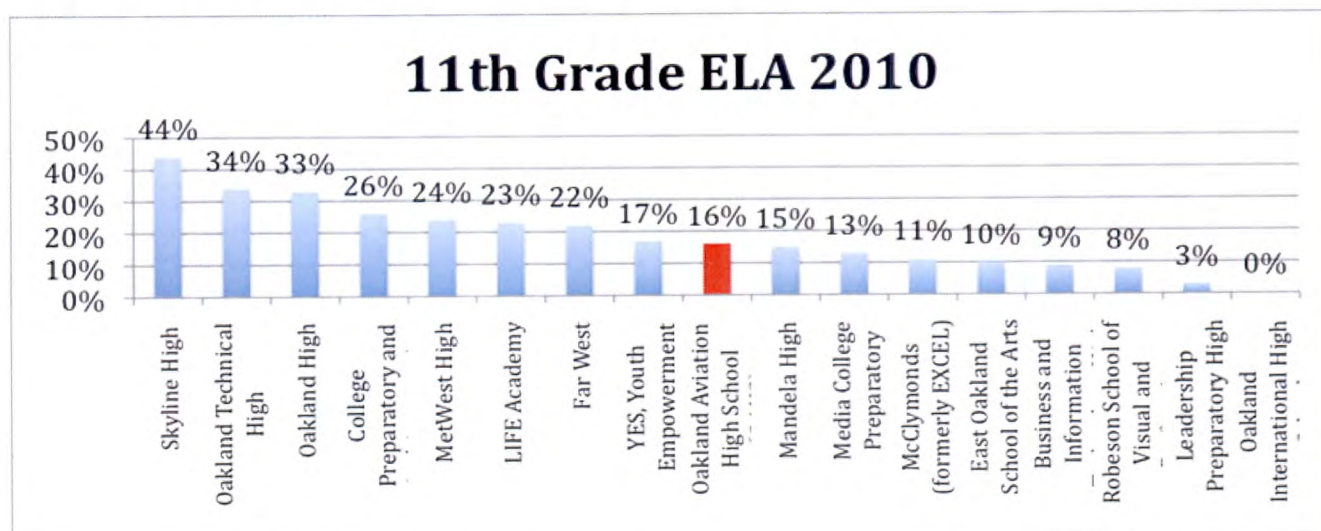
➤ **Similar Grades Served: 9-12**



**OUSD Average 9<sup>th</sup> Grade ELA Proficient/Advanced 2010: 28%**



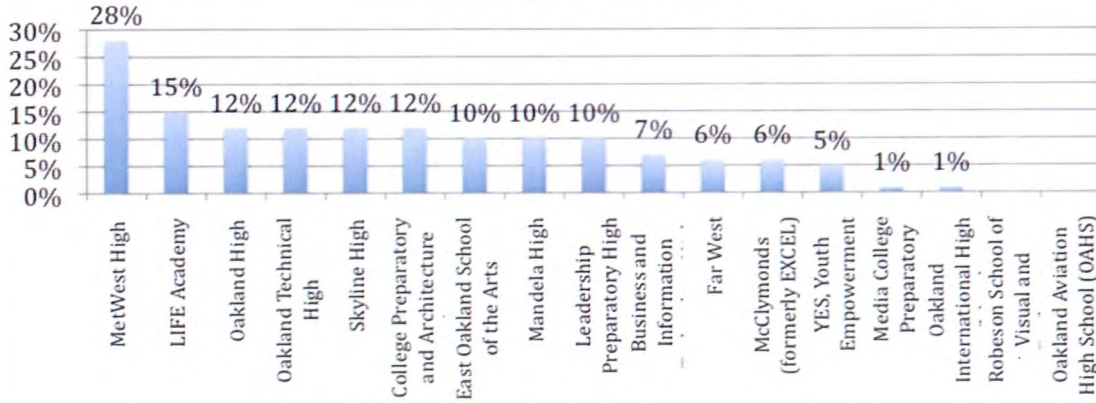
**OUSD Average 10<sup>th</sup> Grade ELA Proficient/Advanced 2010: 19%**



**OUSD Average 11<sup>th</sup> Grade ELA Proficient/Advanced 2010: 22%**

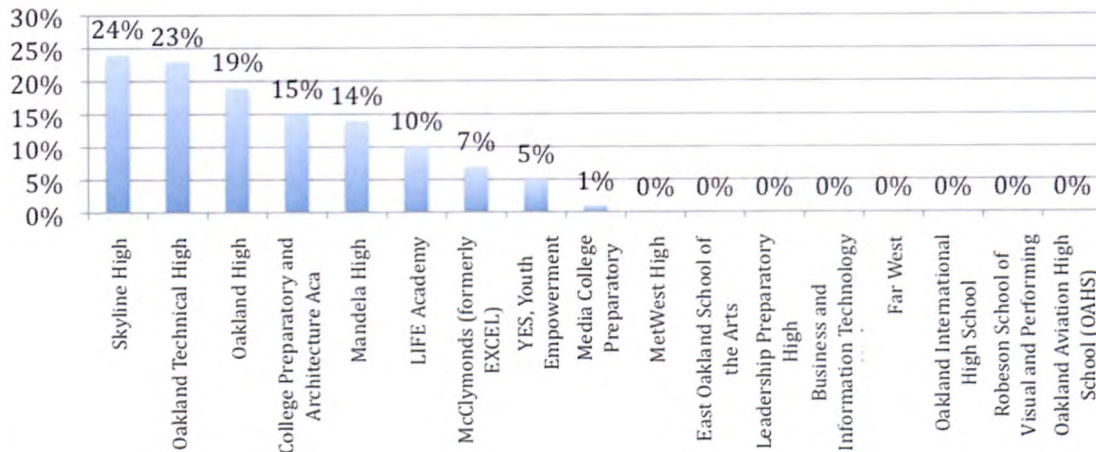


## Algebra I 2010

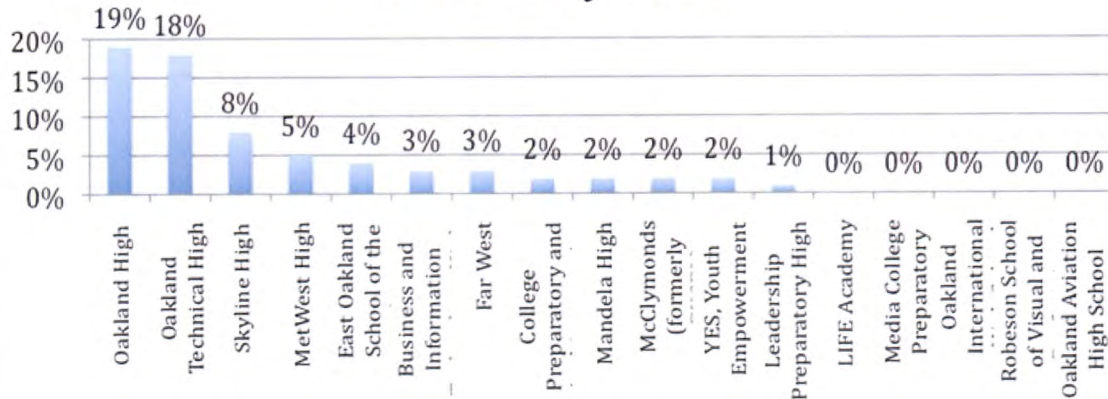


CST Algebra I: 2009 \* OUSD Average Proficient/Advanced Grades 9-11: 2010: 5%

## Algebra II 2010



## Geometry 2010



CST Geometry: 2010 \* OUSD Average Proficient/Advanced Grades 9-11: 2010: 11%

## ELA – CST

Aviation's performance compared to Oakland District Schools.

Year	Grade Level	District Schools
2010	9 <sup>th</sup>	Below
	10 <sup>th</sup>	Below
	11 <sup>th</sup>	Below

## MATH – CST

Aviation's performance compared to Oakland District Schools.

Year	Math Subject Area	District Schools
2010	Algebra	Below
	Algebra II	Below
	Geometry	Below

D. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS: 10<sup>th</sup> Grade CAHSEE**

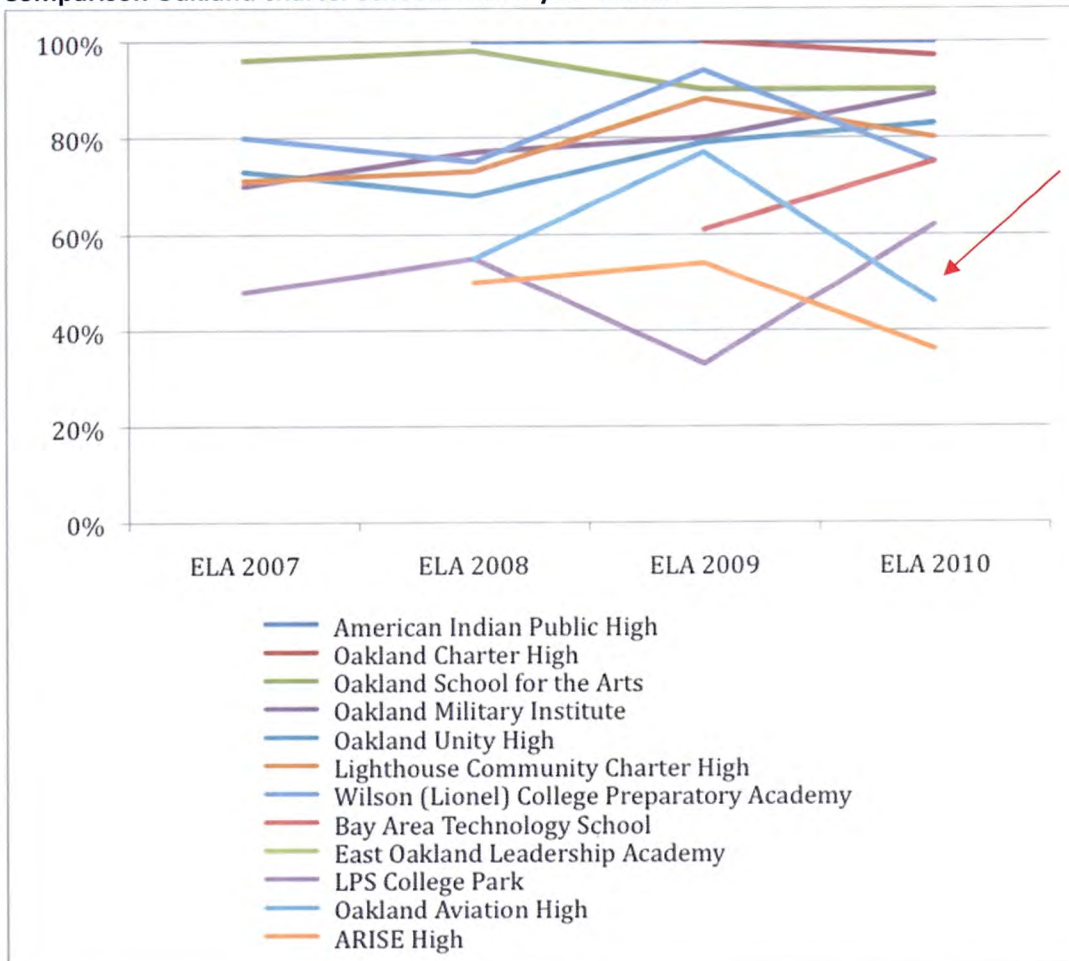
➤ **Similar Grades Served: 9-12**

**CAHSEE: ELA - 2010**

Order rank based on 2010 10<sup>th</sup> Grade CAHSEE % Passing

School	ELA 2007	ELA 2008	ELA 2009	ELA 2010
American Indian Public High School	N/A	100%	100%	100%
Oakland Charter High	N/A	N/A	100%	97%
Oakland School for the Arts	96%	98%	90%	90%
Oakland Military Institute	70%	77%	80%	89%
Oakland Unity High	73%	68%	79%	83%
Lighthouse Community Charter High School	71%	73%	88%	80%
Wilson (Lionel) College Preparatory Academy	80%	75%	94%	75%
Bay Area Technology School	N/A	N/A	61%	75%
East Oakland Leadership Academy High	N/A	N/A	N/A	65%
LPS College Park	48%	55%	33%	62%
<b>Oakland Aviation High School (OAHS)</b>	N/A	55%	77%	<b>46%</b>
ARISE High School	N/A	50%	54%	36%

Comparison Oakland charter schools with 4 year trends



D. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS: 10<sup>th</sup> Grade CAHSEE**

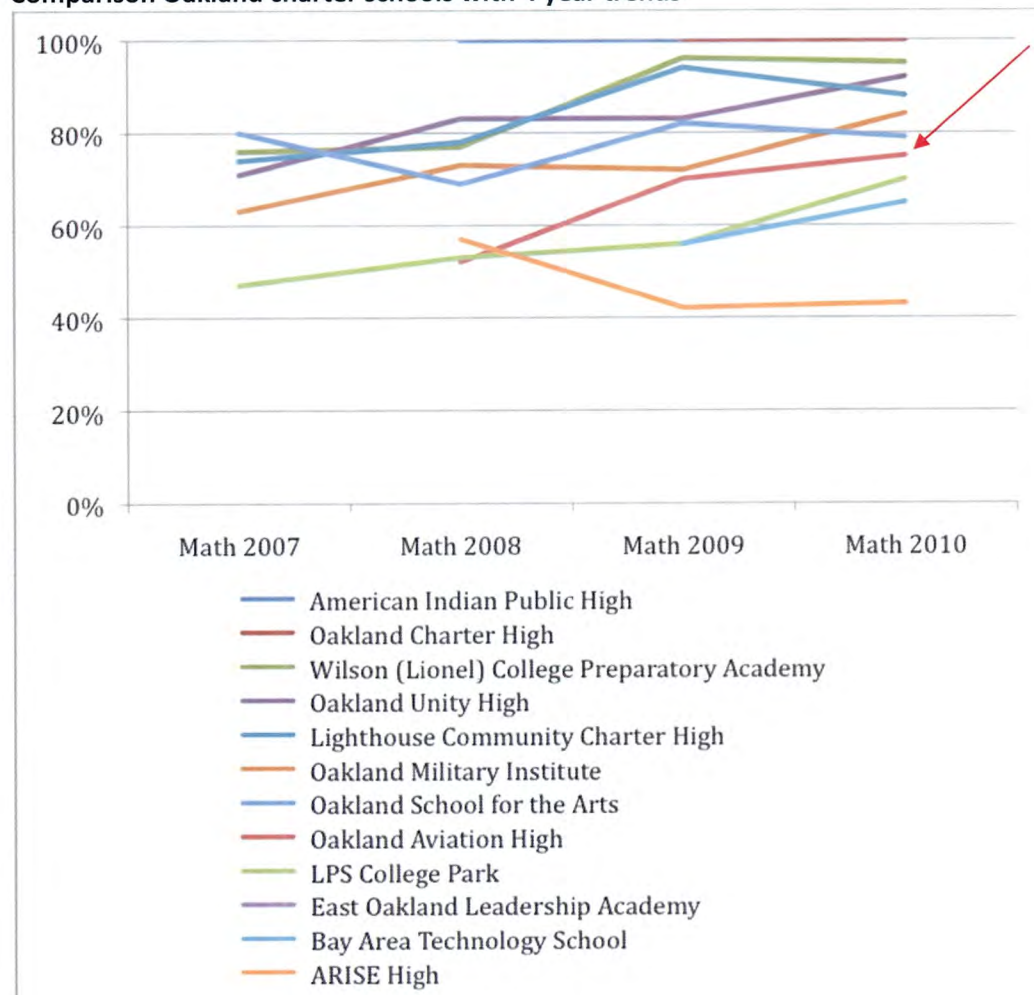
➤ **Similar Grades Served: 9-12**

**CAHSEE: Math - 2010**

Order rank based on 2010 10<sup>th</sup> Grade CAHSEE % Passing

School	Math 2007	Math 2008	Math 2009	Math 2010
American Indian Public High School	N/A	100%	100%	100%
Oakland Charter High	N/A	N/A	100%	100%
Wilson (Lionel) College Preparatory Academy	76%	77%	96%	95%
Oakland Unity High School	71%	83%	83%	92%
Lighthouse Community Charter High	74%	78%	94%	88%
Oakland Military Institute	63%	73%	72%	84%
Oakland School for the Arts	80%	69%	82%	79%
<b>Oakland Aviation High School (OAHS)</b>	<b>N/A</b>	<b>52%</b>	<b>70%</b>	<b>75%</b>
LPS College Park	47%	53%	56%	70%
East Oakland Leadership Academy High	N/A	N/A	N/A	65%
Bay Area Technology School	N/A	N/A	56%	65%
ARISE High School	N/A	57%	42%	43%

Comparison Oakland charter schools with 4 year trends



E. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS: 10<sup>th</sup> Grade CAHSEE**

➤ Similar Grades Served: 9-12

**CAHSEE: ELA - 2010**

Order rank based on 2010 10<sup>th</sup> Grade CAHSEE % Passing

School	ELA 2007	ELA 2008	ELA 2009	ELA 2010
MetWest High	66%	79%	77%	85%
Skyline High	76%	69%	75%	75%
Media College Preparatory	56%	57%	53%	74%
Oakland Technical High	66%	74%	69%	74%
LIFE Academy		70%	63%	71%
Oakland High	65%	65%	71%	65%
Far West	61%	70%	46%	63%
College Preparatory and Architecture Academy	52%	54%	63%	61%
East Oakland School of the Arts	43%	33%	60%	61%
Mandela High	54%	43%	53%	52%
YES, Youth Empowerment	54%	61%	52%	51%
Business and Information Technology High	35%	40%	49%	48%
McClymonds / EXCEL	56%	47%	45%	48%
<b>Oakland Aviation High</b>		<b>55%</b>	<b>77%</b>	<b>46%</b>
Leadership Preparatory High	53%	53%	43%	43%
Business, Entrepreneurial School of Tech	51%	58%	36%	

Comparison OUSD district schools with 4 year trends



E. Comparison Sub-Group: **OUSD DISTRICT SCHOOL: 10<sup>th</sup> Grade CAHSEE**

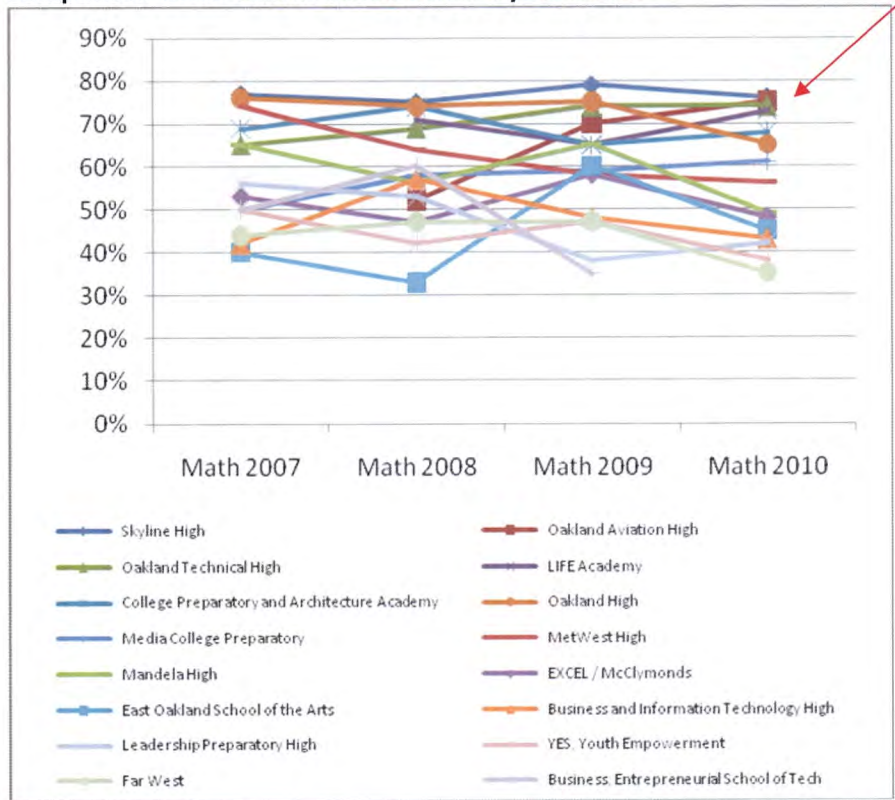
➤ **Similar Grades Served: 9-12**

**CAHSEE: Math - 2010**

Order rank based on 2010 10<sup>th</sup> Grade CAHSEE % Passing

School	Math 2007	Math 2008	Math 2009	Math 2010
Skyline High	77%	75%	79%	76%
Oakland Aviation High		52%	70%	75%
Oakland Technical High	65%	69%	74%	74%
LIFE Academy		71%	65%	73%
College Preparatory and Architecture Academy	69%	74%	65%	68%
Oakland High	76%	74%	75%	65%
Media College Preparatory	50%	58%	59%	61%
MetWest High	74%	64%	58%	56%
Mandela High	65%	56%	65%	49%
EXCEL / McClymonds	53%	47%	58%	48%
East Oakland School of the Arts	40%	33%	60%	45%
Business and Information Technology High	42%	57%	48%	43%
Leadership Preparatory High	56%	53%	38%	42%
YES, Youth Empowerment	50%	42%	47%	38%
Far West	44%	47%	47%	35%
Business, Entrepreneurial School of Tech	50%	60%	35%	

Comparison OUSD district schools with 4 year trends



CAHSEE mathematics scores for Oakland Aviation were higher than these district schools in the past two years (although numbers of students tested were small). However, none of the teachers who previously taught math at the school remain on staff.

Comparison Sub-Group ANALYSIS: CAHSEE - OAKLAND CHARTER SCHOOLS

## CAHSEE

Aviation's performance compared to Oakland Charter Schools serving similar grade levels.

Year	CST Subject	Compared to the Median
2010	ELA	Well below
	MATH	Below

Comparison Sub-Group ANALYSIS: CAHSEE - OUSD DISTRICT SCHOOLS

Aviation's performance compared to Oakland District Schools serving similar grade levels.

Year	CST Subject	Compared to the Median
2010	ELA	Below
	MATH	Above

## EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a three-day Site Inspection conducted on **November 15 and 16, 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 **November 15 and 16, 2010**.

### **Strengths:**

- The new principal has attempted to improve school culture with the introduction of uniforms, detention, and systems for discipline and reports a positive change.
- In 2010-2011, CELDT testing was conducted for the first time in the school's history.
- The school is using benchmark testing to assess student learning.
- Progress reports are used for all students; for students who have had SSTs, they are used daily.

### **Challenges:**

- The school has low academic outcomes compared with student potential.
- The school has not established a consistent, school-wide academic vision or instructional approach.
- With some exceptions, instruction overall lacks the appropriate pace, rigor, and scaffolding techniques to support the student population to meet state standards.
- The school uses benchmarks, but does not have a comprehensive plan to use such data to strategically inform and address student achievement.
- There is little evidence to indicate that lessons are differentiated in order to meet the learning needs of lower and higher achieving students.
- There is little evidence to indicate that teachers use higher ordering questioning skills to promote critical thinking.
- The school does not have systems or a plan to evaluate and monitor if the school is in fact preparing students for success in college.
- Despite the intended Aviation focus, there is little evidence that students are pursuing Aviation careers and are receiving an education program to facilitate this career path.
- In prior years, students passed classes who had not completed the requisite work or achieved the requisite grades, as the result of deal-making with staff.
- During the site inspection, the principal stated that she did not believe her staff would be able to answer the question, "How do you know your teaching is effective?"
- During the site inspection, the principal stated that it is hard for teachers to "buy-in" to building relationships with students and that advisory is an attempt to build mutual respect, however there is little evidence of an explicit, coherent curriculum for the advisory period.
- As of the time of the site visit, a teacher evaluation tool was not yet completed or in use.
- The school lacks a plan for outcome-based, year-long teacher professional development.



- The principal stated that she is dissatisfied with the instruction of College of Alameda instructors; when approached by the principal, the College of Alameda asserted that principal does not have the authority to oversee staff and that nothing can be done.

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

**Strengths:**

- The new principal has established a relatively calm and orderly environment in the school and has developed some effective systems for managing the building.
- The work of the school counselor is valued by the students and is beginning to impact on the career choices of students and a better understanding of areas for improvement

**Challenges:**

- Standards of achievement are well below the levels expected at district and state level.
- School leaders do not have a sufficiently accurate understanding of the quality of education provided by the school.
- The standard of teaching and learning is generally well below the level required to raise academic performance and does not ensure that students make sufficient progress.
- Attitudes to work are not sufficiently focused on high achievement and on students taking full responsibility for their learning and future success.

**Third Party Review Evaluation**

**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 **UNSATISFACTORY**.

*The school is not an academic success. This lack of academic success is evidenced, for example, by the results in the California State Tests (CST) in English Language Arts (ELA) and math, which show that students are making unsatisfactory progress as they move through the school and are performing at a well below average level in all grades. Test results have not been high enough ever since the school opened and although there was some improvement in 2008-2009, things slipped back again badly in 2010.*

*Results in the California High School Exit Exam (CAHSEE), while better than in the CST's, are well below average. Scores in ELA, while low, have fluctuated, reaching a high point in 2009 when 77 percent of the students passed the tests, but dipping again in 2010 when only 46 percent passed. There has been a steady increase in the scores in mathematics, with 75 percent passing in 2010. While this increase is commendable, there is no evidence that this improvement will continue this year. There is no escaping the fact that, overall, a much lower than average proportion of students at Oakland Aviation High School (OAHS) achieves the grades required to graduate from high school, particularly in ELA. The school made Adequate Yearly progress (AYP) for the first time in 2008-2009, when there was a growth in its Academic Performance Index (API) of 39 points, but this positive academic trend was not maintained in 2009-2010 when the school not only failed to make AYP, but the API score dropped 57 points from 557 to 500.*

## **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 **INADEQUATE**.

*All of the available evidence shows that the leadership and management of the school has been very weak for a considerable time and that there are few established systems to run the school effectively. The principal is new to the post at the school and is the third principal at the school in the last four years. She has limited experience of the ways in which charter schools operate but is hard working and willing to learn. She has been relatively successful at addressing behavioral issues and is beginning to create a culture that is calmer and more conducive to effective learning. These changes are appreciated by the students, the parents, the staff and members of the school board. Behavior is generally appropriate and the quality of the relationships between students and between staff and students is satisfactory overall. Order is only maintained, however, by the vigilance of the principal, who is a constant presence in the hallways at lesson transition and break time. The school leadership does generally treat all individuals with fairness, dignity and respect although there are instances when students are yelled at and manhandled when a more calm and dignified approach would be much more effective. The addition of a school counselor has been a very positive step that has helped to improve relationships and the quality of trust and respect in the building. Diversity is respected within the school and this aspect of the charter is maintained well.*

## **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 **INADEQUATE**.

*The new principal is working hard to try to build a sense of team spirit and collaboration and has been successful in making the school a safer and more secure place for adults and students. Her efforts to date are recognized and appreciated by teachers, parents and the Board of Governors, but there is much hard work to be done before the school will be running at an acceptably high enough level to support the academic success of the students. The level of self-improvement at the school has been limited by too many changes to the staff and the administration and too many fresh starts. As a result, there has been a failure to create a sufficiently positive environment for learning in the school and the momentum for improvement has not built up in a way that would be expected for a school in year five.*

*There is little evidence that performance data has been interrogated with sufficient rigor in the past and in many cases there has been a significant decrease in the scores gained by many students as they move through the school. The quality of teaching is generally inadequate since it fails to support adequate progress, and there are insufficient interim assessments completed to ensure that students are making enough progress and staying on track. The teaching in the aviation classes is particularly weak. Goal setting has not yet been established for either teaching staff or students and there is little understanding throughout the building of what needs to be done to make things better. Although most teachers have appropriate knowledge of the subject material, they have few of the skill necessary to manage, engage and interest students in their learning. As a result, progress is poor and levels of achievement are well below where they should be.*

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

Based on an analysis of Aviation's performance outcomes and an evaluation of its educational program over the past four years, the school is not deemed an **Academic Success** for the purposes of renewal.

**The school has not met the majority of its Measurable Pupil Outcomes, and has only made progress towards meeting a few of its Measurable Pupil Outcomes identified in its charter. Additionally, the school has not attained achievement rates above the median and/or averages of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards. Furthermore, the school's overall educational program has been evaluated to be inadequate by its fifth year of operation, and as the school proposes implementing the exact same program, it is not deemed reasonably comprehensive .

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

The effectiveness and viability of the school has been evaluated through a three-day Site Inspection conducted on **November 15 and 16, 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 **November 15 and 16, 2010**.

### Strengths:

- Governing Board members believe in the mission of the school and wish to serve students well.
- The principal provides a school report to the Governing Board each Friday and student grades at the end of each quarter.
- Students describe a sense of family and a commitment to the school.

### Challenges:

- The Board has not initiated or facilitated the creation or implementation of a clearly defined strategic improvement plan to address identified academic and operational needs.
- The school has had three principals in five years; the Board stated that the first two principals were new and lacked knowledge and skills necessary to lead the school, and believes that the third principal possesses both the knowledge and skills to drive major improvement yet the Board provided little evidence of scaffolding of the new leader during the leadership transition.
- Board representative responses indicated that the Board believes with the current leader in place, it can now step back and provide minor operational help when needed, stating "We have a lot of faith in [the current principal] and are willing to let her reach out when she needs us to attend a cocktail party." This evidences the Board's lack of understanding of its role as more than fundraisers who provide episodic operational assistance to the principal.
- Board representative responses indicated that the Board needs significant internal focus on developing the Board, yet has no formal plan for seeking Board development training or resources.
- The Board described its role in the past as focusing purely on oversight, primarily issue resolution, but in Spring 2010, became more "operational" in its assistance locating a new facility and hiring a new principal.
- Board representatives stated that the Board does not have a sufficient presence at the school.
- Board representative responses indicated an absence of formally developed policies for all aspects of financial oversight and academic program oversight.
- Board representatives stated that the correlation between proficiency levels and grades has not been strong and further indicated that there is a lack of established policies and procedures to ensure accurate record-keeping.
- Board representative responses indicated a historic lack of its ability to hold the school accountable, stating that the school's idealistic vision makes it hard to accomplish what is stated in the charter.
- The school has failed to enroll the number of students specified in its charter and for which the school was designed. In year five of the charter, enrollment was projected to be 400; it is currently at 134. This has had serious implications for adequate funding for the school.

- Board representative responses about the community the school has chosen to serve, describing it as “difficult”, asserts the capacity of the students as a primary factor in the school’s underperformance
- Students reported feeling pressured to recruit other students and expressed some resentment about having to be involved in school administration matters in addition to their school work when enrollment decreased during the 2009-2010 school year.
- The Office of Charter Schools received confidential information from Port of Oakland employees expressing multiple concerns about the school and its operations; the Port of Oakland is no longer listed as a partner of the school in the proposed new charter, a partner that was formerly a fundamental part of previously approved charter petition.

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

**Strengths:**

(The Third Party Review does not describe any strengths with respect to the school as an effective, viable organization.)

**Challenges:**

- The school board does not hold the school sufficiently to account for the achievement and success of its students.
- Fiscal planning and the monitoring of expenditure against income lacks the rigor required to ensure financial stability for the school.
- The curriculum and teaching in the school does not show sufficient fidelity to the school charter.

**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 **UNSATISFACTORY**.

*The Charter School Board is not yet sufficiently aware that they have not done enough in the past to monitor the work of the school and to hold the various leaders accountable for the academic success of the students and do not have effective systems to hold the current leadership responsible. The failure of the board to hold successive school leaders to account has been a primary cause of the current very low standards of achievement that exist in the school and there is little or no evidence that the situation is improving.*

*The Board does not seem to have a clear understanding of the laws that govern charter schools and has not, for example, met its requirements to have a parent representative, and has only just appointed a staff representative. The members of the school board are not sufficiently involved in the daily running of the school. There are no effective systems to monitor the impact of the new principal and the board members do not actually visit the building with sufficient regularity either to support her, or to really find out know whether things are actually getting better.*

**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 **INADEQUATE**.

*The Board employs outside contractors to manage the school finances and to maintain fiscal records. These records are in order and have been audited on an annual basis, with the results of the audit made public, as required. The school's finances do not appear to be sufficiently robust to support the school in the long term since routine expenditure is higher than income and the reserves carried forward into this year have been almost used up. Since numbers are well below the projected 400 and show little sign of increasing rapidly in the short term the financial future of the school looks, at best, uncertain. Funds that are allocated to the school are used appropriately to cover staffing costs, building and resources. Raising student achievement at an accelerated rate is not yet a firmly established focus and as such, the utilization of available funds to ensure best value for money has not been fully evaluated. No work has been done to establish whether the school gets good value for money for the spending decisions that are made.*

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

### **IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION**

An evaluation by staff of Aviation'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 **not an Effective, Viable Organization** for the purposes of charter renewal. The absence of a clearly defined instructional program that includes rigorous performance standards, quality instructional delivery, and continuous improvement based on aligned professional development and the use of student level performance data to inform instruction inhibits the ability of the school to demonstrate a likelihood of future improvement. The absence of a strategic improvement plan or specific effort on the part of the governing board of school leadership to nevertheless detail a plan for the further development of the school's educational program, in addition to the fact that the petition submitted for a subsequent term is virtually unchanged from the prior petition, demonstrates that the school is **demonstrably unlikely to successfully implement the program as set forth in the charter petition.**

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

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

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

The following summary provides key areas in which the school has not been faithful to the terms of its charter:

**Evidence indicates that the school has not adhered to the following terms of its charter; please note this list is not exhaustive:**

- Failure to offer all required courses, including foreign language courses
- Failure to obtain timely UC Approval of Required Courses, provide course catalog to families
- Failure to successfully provide Aviation program
- Failure to ensure all staff is appropriately certificated
- Failure to achieve projected enrollment
- Failure to pursue or meet measurable pupil outcomes
- Failure to use performance data consistent with charter terms
- Failure to implement the educational program as described in the charter, including failure to offer a dedicated ELD-standards aligned English Language Development Curriculum or English Learner plan, failure to administer formative and interim assessments,
- Failure to ensure that all teachers are appropriately credentialed
- Failure to establish Parent Leadership Team

The Office of Charter Schools began engaging with Oakland Aviation High School around both its educational program and governance beginning in Fall 2007. In Spring 2009, the Office of Charter Schools issued a Notice of Concern to the school, citing multiple areas of serious concern and providing the school with an opportunity to respond. **ATTACHMENT IV** is an analysis of the school's response to the Notice of Concern. Throughout the 2010 school year, the Office of Charter Schools continued to engage with the school. The school's responses to the Notice of Concern did not sufficiently address the issues. Recognizing the serious failures of the school to implement the charter, the Office of Charter Schools was contacted by the then-administrator multiple times regarding his efforts to convince the board to cease operations and surrender the charter. The Oakland Aviation High School board took no action to surrender the charter.

While **ATTACHMENT IV** provides thorough information regarding the numerous areas of concern, of special note is the failure to obtain UC-approval of its courses. The school's March 2009 response to the Notice of Concern stated that the school was in the process of obtaining UC approval. The implication of the school's failure to obtain timeline UC approval of required courses has significant repercussions on students' eligibility for college admissions. At the time of this evaluation, Oakland Aviation High School staff indicated some course approvals remain pending.

## CHARTER PETITION FOR SUBSEQUENT TERM

The petition submitted for a subsequent term remains virtually unchanged from the initial petition, containing many erroneous statements including that the school will locate at the Oakland International Airport, and that the school has yet to determine or can predict who will ultimately attend the school. Specific inadequacies include:

- Discussion of target population fails to connect actual enrollment experience with school's mission to support aviation careers
- Description of curriculum does not cover current course sequencing, changes to the course of study that occurred over the previous 4 years, or plans to return the school to the original curriculum in the petition
- Pupil outcomes includes measures that are not consistent with current program, such as aviation certifications that are not currently offered; no explanation provided of targets not reached
- No description is provided of tools or processes in use or proposed for data analysis
- Operating procedures for dispute resolution and parent/community complaints not current
- No plan for selecting staff, including school leader
- Admission preferences not updated with respect to "founding families"

Submitting a petition that is virtually identical to the original petition and which does not reflect the reality that the school is now in its fifth year of operation and has failed to implement the program outlined in the charter demonstrates that the petitioners are unlikely to successfully implement the same program in a subsequent term. Submission of the original petition upon renewal, without updating the petition to address whether the charter school's educational methodology was successful in achieving its stated measurable pupil outcomes, constitutes a failure to meet the requirements for successful petition set forth in the Education Code.

Staff has reviewed the school's records on file with the District and deemed that the school has **not** sufficiently adhered to its proposed educational program, has **not** sufficiently pursued its measurable pupil outcomes as stated in its charter, and has **not** been compliant in all aspects of 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 **deny** the charter renewal petition for Oakland Aviation High School, because the charter school has not 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. The petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition, as evidenced by the findings outlined within this report. The current charter will expire on June 30, 2011, serving as the effective closure date of the school.

If the charter renewal request is denied, staff has coordinated leadership within various departments within the District that are prepared to mobilize in support of ensuring that Oakland Aviation High School students can be provided quality school alternatives. These would include both District and charter school options.

Upon notification of the potential for a denial recommendation on January 25, 2011, it was stated that the District wished to meet with the school's governing board to discuss a plan that would provide hands-on assistance to all Aviation students who need an alternate school placement for the 2011-2012 school year. Staff would have engaged students in the transition process in late January and early February, however it was the decision of the Aviation governing board to continue to pursue renewal of the charter at that time and to not schedule a meeting during which staff could present a plan.

Within both District and charter school options, there are a range of schools that can ideally meet the continuum of educational needs within the current Aviation student population. District support staff is prepared to meet one-on-one with families and students at the Aviation campus or at a mutually agreeable location as soon as possible to conduct an evaluation of students' transcripts and discuss the goals of each student in order to ensure the best possible school options.

The Office of Charter Schools, in collaboration with the Student Assignment Office, is prepared to enlist in a collaborative effort with the Aviation community to personalize and individualize the needs of Aviation students and their families in the transition to a new school option for the 2011-2012 school year.

**ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS****ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY REVIEW****ATTACHMENT III: 2009 NOTICE OF CONCERN****ATTACHMENT IV: THIRD PARTY MIDTERM SITE VISIT REPORT**

## ATTACHMENT I: 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

**ATTACHMENT III: NOTICE OF CONCERN**

**Executive Summary: Evaluation of School Response to Notice of Concern**

Oakland Aviation High School

Re: Notice of Concern - **February 23, 2009**

Pursuant to *Education Code §47607(c)(1)(2)* a charter may be revoked if the charter authorizer finds that there is substantial evidence that a school has **(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter and/or (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.**

Should the District find that substantial evidence does exist, it will be the intent of the District to provide sufficient Notice to the school detailing the violation/s and to provide the school with a reasonable opportunity to cure (*remedy*) the violations, prior to any issuance of a subsequent Notice of Intent to Revoke.

Required response from OAHS no later than **5pm, April 17, 2009 (dated revised pursuant to mutual agreement)** attention: David Montes de Oca, Coordinator Office of Charter Schools, 1025 Second Ave., Rm. 206, Oakland CA 94606.

June 2, 2009 Visit

**Requested Documents: BY June 15, 2009**

- **Copy of the contract with urbanEd Solutions**
- **Inventory of all texts listed as required in course descriptions recently submitted to UC for approval, regarding those in possession, ordered with order date, or plan if not yet ordered.**
- **A copy of all interim assessment performance for each teacher based on the initial and the third quarter evaluation similar to the sample provided in the April 17, 2009 response. Also, please provide an explanation of how the data can best be interpreted.**
- **A description of the objective measures the school has that demonstrates the students' proficiency in Algebra II. A copy of the grades students received in 2007-08 in Algebra II.**
- **Updated version of student graduation plans for 11<sup>th</sup> grade. A few were incomplete or had information that was cut-off.**
- **List of 11<sup>th</sup> grade students and the grade levels in which each student entered the school.**
- **Copy of master schedule for 09-10**
- **UC Approved course descriptions provided for:**
  - World History
  - Pre-Calculus
  - Algebra I – course provided under denied courses

## **Violation I: Failure to Offer Required Courses**

### **Violation I: Required Response:**

- Provide a written description including a table, outlining all courses offered to students during the 2006-07 school year, 2007-08 school year, and 2008-09 school year.
- Provide a written statement responding to the bulleted list above indicating whether or not the courses outlined above are in fact currently being offered to students at the indicated grade levels.

**Response Provided 4/17/09. Evidence affirms certain courses not offered.**

- Provide a detailed written summary of the current progress of the evaluation of 11<sup>th</sup> grade student transcripts including a description of each student's remaining coursework required to meet the school's graduation requirements. This response may include the provision of each student's personal learning plan or other document detailing their current progress towards graduation.
- Provide a detailed description of the manner in which the school will ensure that students currently enrolled in the 11<sup>th</sup> grade will receive the necessary coursework to meet the school's graduation requirements as outlined in the school's charter agreement.

**29 records Provided. Evidence demonstrates that students must enroll in COA courses during the summer, take summer courses at OAHS, take Cyberhigh, and take extended day classes in order to graduate.**

- 15 students require summer school at OAHS.
- 5 students required to take courses at COA
- 5 students required to take XT
- 2 students required to take cyberhigh

**\* 5 plans unable to be read or fully understood**

- Provide a detailed description of the manner in which the school will ensure that students currently enrolled in the 9<sup>th</sup> and 10<sup>th</sup> grade will receive the necessary coursework to meet the school's graduation requirements as outlined in the school's charter agreement.

**Response Provided. Proposes courses to be offered 09-10.**

**School response affirms that require courses were not offered.**

**06-07: Art, PE, Aviation, Business not offered**

**07-08: Foreign Language, PE not offered**

**08-09: Foreign Language, Art not offered**

**29 11<sup>th</sup> grade student graduation plans provided in school response.**

- XT is provided to "make up credits"

**Q: What is the instructional plan for XT? How will this be implemented?**

**5 students require XT program.**

- 1. ENG II: 1**
- 2. WORLD HIST: 2**
- 3. US HISTORY: 1**
- 4. ELECTIVE: 1**

**Q: What is the plan for OAHS 2008-09 summer school? Staffing, funding, structure, course**

**expectations?**

15 students require summer school at OAHS.

4 = 1 course

5 = 2 courses

1 = 3 courses

2 = 4 courses

2 = 5 courses

1 = 7 courses

Required courses and number of students needing to take course:

1. US HISTORY: 6
2. WORLD HISTORY: 5
3. GEOGRAPHY: 4
4. ENG I: 2
5. ENG II: 5
6. ENG III: 2
7. ALGEBRA I: 1
8. GEOMETRY: 4
9. ALGEBRA II: 3
10. PHYSICS: 4
11. BIOLOGY: 1
12. SPANISH: 9

**Q: How will students required to take courses at COA be supported to ensure they are successful?**

5 students required to take courses at COA.

1 = 5 courses

3 = 1 course

1 = 4 courses

Required courses and number of students needing to take course:

- WORLD HISTORY: 2
- ENGLISH III: 2
- ALGEBRA II: 3
- SPANISH I: 2
- APPROVED ELECTIVE: 2

**Q: What is the plan for Cyberhigh? Staffing, funding, structure, course expectations?**

Required courses:

2 = 2 courses

**Q: Why are the course requirements as outlined in the graduation plans different from those outlined in the charter with respect to foreign language and elective courses?**

**Q: What are the grade levels that current 11<sup>th</sup> graders entered the school?**

**Q: Some of the student plans were incomplete or unclear.**

**Q: What is the staffing plan and budget associated with the 09-10 course offerings? What is the master schedule for 09-10?**



## **Violation II: Failure to Provide Course Catalog**

### **Violation II: Required Response:**

- Provide a complete course catalog representing all courses offered during the 2008-09 school year, as well as the transferability of each course pursuant to the terms of the school's charter agreement.
- Provide a written statement detailing the extent to which, as of February 23, 2009 all students and families within the school have received the 2008-09 course catalog.

**Provided. Response indicates that students and families did not receive 08-09 catalog. Catalog has now been generated and provided to students and families and is online.**

**Response to November 17, 2008 Notice indicates that students did not receive a 07-08 course catalog.**

**School response affirms that the school did not provide course catalog.**

**Catalog has since been generated and provided to families as well as placed online.**

**Q: Course catalog represents graduation requirements that are consistent with the charter but not consistent with the recovery plans for 11<sup>th</sup> grade students.**

### **Violation III: Failure to Provide Required Foreign Language Courses**

#### **Violation III: Required Response:**

- Provide a written statement detailing the extent to which OAHS has provided students with Foreign Language courses beginning with the school's opening in fall, 2006, through the spring, 2009 semester. Provide supporting evidence.
- Provide a complete transcript of grades received by all students that have been enrolled in a Foreign Language course at OAHS between the aforementioned timeframe.

**Response Provided. Response indicates that FL course not offered in 07-08, or 08-09.**

**Transcripts provided outline three different course titles, Spanish 5, Spanish Native and Spanish.**

**School response affirms that the school did not offer foreign language during the 07-08 and 08-09 school years.**

**Response indicates plan to offer course to 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade.**

**Q: What is the foreign language course offering for Spanish Speaking students with strong speaking, reading and writing skills?**

**Q: What is the student data system and how are transcripts from prior schools and OAHS reconciled?**

**Q: What evidence does the school maintain re: the contents and work products, assessments and activities given in the 06-07 Spanish course offered?**

**Q: Transcripts show Spanish, Spanish Native, and Spanish 5. What are the contents of these courses? What course descriptions describe these courses? How will these courses be reconciled with those that receive UC approval?**

## **Violation IV: Failure to Obtain UC Approval of Required Courses**

### **Violation IV: Required Response:**

- Provide a complete packet of all course descriptions that have been submitted for UC approval by OAHS for which approval has been granted.
- Provide a complete packet of all course descriptions that have been submitted for UC approval by OAHS for which approval was not granted (submit in the identical format/content as previously submitted for UC approval).
- Provide a written description of the extent to which each of the A-G course requirements outlined in the OAHS charter have attained UC approval and which have not attained UC approval as of March 17, 2009.

**Response Provided. Response indicates that 7 courses have been approved. 7 courses have been denied. 15 courses are pending approval. Proposed courses indicate a set of required texts outlined below.**

### **No course description provided for:**

World History

Pre-Calculus

Algebra I – course provided under denied courses

### **Response affirms that UC approval has not been rec'd for the following:**

1. US History \*
2. World Geography \*
3. Model United Nations \*
4. American Government \*
5. Physics \*
6. History and Literature Through Aviation \*
7. Economics
8. Environmental Science
9. Biology
10. Chemistry
11. Algebra II
12. Geometry
13. Digital Art
14. Spanish I
15. Spanish II

School Response indicated that UC course under review are “likely to be approved”.

**Q: What evidence provides for this assumption?**

**Resource and Materials Plan for Required Texts**

Required course texts based on submitted course descriptions:	# Possessed	# & Date Ordered	Other
<ol style="list-style-type: none"> <li>1. World Geography: Building a Global Perspective</li> <li>2. Chemistry: Concepts and Applications</li> <li>3. Physics: Principles and Problems</li> <li>4. American Government: Principles and Practices</li> <li>5. Origins of Civil Rights</li> <li>6. American Government</li> <li>7. The Everything American Government Book</li> <li>8. American Government: Continuity and Change</li> <li>9. Expresate: Spanish 2</li> <li>10. Expresate: Spanish 1</li> <li>11. Algebra II and Trigonometry</li> <li>12. World History: Modern World</li> <li>13. United Nations and Changing World Politics</li> <li>14. Geometry</li> <li>15. Biology</li> <li>16. Textbook in Environmental Science</li> <li>17. The American Vision: Modern Times</li> <li>18. The Jungle</li> <li>19. A Peoples History of the US</li> <li>20. Economics: Principles and Practices</li> <li>21. Microeconomics</li> <li>22. Freakonomics</li> <li>23. Wealth of Nations</li> <li>24. West in the Night</li> <li>25. The Awakening</li> <li>26. Vindication of the Rights of Women</li> <li>27. Souls of Black Folks</li> <li>28. Autobiography of Malcolm X</li> <li>29. Hiroshima</li> <li>30. Cat’s Cradle</li> <li>31. 1984</li> <li>32. Joy Luck Club</li> <li>33. The Crucible</li> </ol>			

## Violation V: Failure to Successfully Provide Aviation Program Pursuant to Terms of Charter

### Violation V: Required Response

- Provide the performance results for all students enrolled in the OAHS aviation courses offered by OAHS during the fall, 2008 semester.
- Provide a written description detailing the extent to which students currently enrolled in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade are likely to achieve the aviation lab and certification requirements outlined in the school's graduation requires pursuant to the terms of the school's charter. Include all supporting documentation to which the school bases these conclusions as supporting evidence.

**Response Provided. Response during board presentation on April 7, 2009 indicated a question as to whether the school was responsible for more than "offering" the course. Response demonstrates that only 15% of students in the fall, 2008 courses passed with a C or higher.**

**Previous response to November 17, 2008 Notice indicates that only 34% of students had passed one or more courses with a C or higher.**

### Website overview: Aviation Curriculum

Required Courses	Grade Taken	Semester
AMT 080	10	Fall
AMT 081	10	Spring
AMT 082	10	Summer
AMT 083	11	Fall
AMT 084	11	Spring
AMT 085	11	Summer
AMT 086	12	Fall
AMT 087	12	Spring
AMT 088	12	Summer

**AMT Students are eligible to take the FAA Certification Exam upon completion of all the above courses.**

- Offered aviation courses (fall, 08 – of 27 students, only 4 received an A, B, or C (**15% pass rate**) – 4 rec'd D's – 2 withdrew and 2 rec'd incompletes – 15 F's)

**School response states that expectation for each class is that 10-20 will pursue the Aviation program. This is 5 less than the 15 outlined in the charter.**

**Q: What is a description of what a successful student would need to do to achieve the Aviation certification?**

**Q: What is a detailed description of the implementation plan for the following:**

- Tutoring network
- America's Choice/ Read180
- Support and training for college professors
- Tracking system to monitor student progress
- Adult mentor program

**Q: What is a description of the current state of the above efforts?**

**Violation VI: Failure to Ensure All Teaching Staff are Appropriately Certificated**

**Violation VI: Required Response**

- Provide evidence of valid CA teacher certification required under *Education Code §47605(l)* for the Algebra 1 teacher currently assigned or assigned subsequent to this Notice.

**Response Provided. Indicates TCC obtained for Algebra 1 teacher.**

<p>School response provides evidence that math instructor has rec'd a TCC until 3/1/10.</p>	
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## **Violation VII: Failure to Achieve Projected Enrollment**

### **Violation VII: Required Response**

No response required at this time. However the school may refute the findings above or otherwise provide additional information pursuant to this violation.

### **Response provided.**

<b>School response affirms that projected enrollment has not been met.</b>	
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## **Violation VIII: Failure to Pursue or Meet Pupil Outcomes**

Charter petition states:

*“All Oakland Aviation High School graduates will be prepared for both college and employment in the aviation industry, or business community. OAHS will draw students from neighborhoods with historically high dropout rates and low achievement. Therefore, OAHS will adopt aggressive student achievement goals in order to attain dramatic and consistent improvement among all students from year to year.*

- 1. Each student will improve individual composite scores on the CST/CAT6 from year to year.*
- 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 assignments, portfolio assessments, graduation by exhibition, and standardized tests.*
- 3. At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.*
- 4. At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.*
- 5. It is the goal of OAHS to have their students show measurable growth each academic year, as evidenced by scores on state standardized tests.*
- 6. OAHS will reach a CAHSEE pass rate of 90%.*
- 7. It is the goal of OAHS to meet its Academic Performance Index (“API”) growth targets on an annual basis, and to equal or exceed District API growth rates.*
- 8. It is the goal of the OAHS to make adequate yearly progress (“AYP”) as defined by the No Child Left Behind Act (“NCLB”), and to equal District AYP growth rates.*

### **9. Portfolios**

*Students will keep a portfolio that showcases progress toward individual academic goals, and the school-wide grade level benchmarks for each course. [...] Twice each year students will participate in portfolio exhibition. Portfolios are evaluated by a group of no fewer than three teachers, two peers and a parent/community member according to a standardized rubric. Passing scores on portfolios are required for promotion.*

### **10. Portfolio Exhibitions**

*Passing scores in both portfolios and exhibitions is required for promotion and graduation.”*

## February 23, 2009 NOC Evaluation of Response

### Pupil Outcome #1

Based on the STAR CST performance results provided to the District for the 2007 and 2008 state testing administrations, OAHS has failed to meet the terms of the **Pupil Outcome #1** above.

### Pupil Outcome #2

Based on the performance by OAHS students in aviation courses previously discussed in this Notice, as well as standardized state test performance outlined above, OAHS has failed to meet the terms of the **Pupil Outcome #2** above.

### Pupil Outcome #3

Based on the student performance data provided by OAHS in its response to the District dated December 2, 2008, only four (4) OAHS students as of June, 2008 have successfully completed at least two aviation courses. Based on the current performance of students, OAHS is not on track to achieve the 15 student minimum satisfactory completion of the required three year aviation program in order to meet the terms of **Pupil Outcome #3** above.

### Pupil Outcome #4

Based on the standardized state test performance of OAHS students for the 2007 and 2008 state testing administrations; based on the performance of students participating in the OAHS aviation program; based on the instruction and content of the business course as observed by District staff; based on the absence of required UC approved courses; and based on the failure of the school to offer all courses required for graduation as outlined in the school's charter agreement; OAHS is unlikely to meet the terms of **Pupil Outcome #4** above.

### Pupil Outcome #5

Based on the STAR CST performance results provided to the District for the 2007 and 2008 state testing administrations, OAHS has failed to meet the terms of the **Pupil Outcome #5** above.

### Pupil Outcome #6

Based on the 2008 CAHSEE performance results, 63 eligible students in the 10<sup>th</sup> grade were tested and of those students, **only 52% have passed the English Language Arts** portion and **only 55% have passed the mathematics** portion. Thus, as of fall, 2008, **48% of eligible students have not passed the ELA portion** of the CAHSEE and **45% of eligible students have not passed the mathematics portion** of the CAHSEE. Therefore, it is unlikely that OAHS will meet the terms of the **Pupil Outcome #6** above.

### Pupil Outcome #7

Based on the performance of OAHS students in 2008, the school did not meet its API performance target, nor did the school equal or exceeded the District's API growth rate as outlined in the school's charter agreement. The OAHS 2007 Base API was 519. The OAHS 2008 Growth API was 518. The required growth target was to

increase the school's base API by 14 points; however OAHS instead showed a decline of 1 point, thus not achieving the required API growth target. Therefore, OAHS has not met **Pupil Outcome #7** above.

**Pupil Outcome #8**

Based on the academic performance of OAHS in 2007 and 2008, OAHS has failed to meet its NCLB AYP targets. While the school met 4 out of 6 of Annual Measurable Outcomes (AMO) required under NCLB in 2007, the school only met 1 out of 6 AMO's in 2008. Thus, OAHS has not met the terms of the **Pupil Outcome #8** above.

**Pupil Outcomes #9 and #10**

Based on observations at the school site, District staff believes that OAHS has failed to implement the terms of the charter agreement where-in the school proposed a requirement that students maintain Portfolios and present Portfolio Exhibitions *twice a year, to be evaluated by a group of no less than three teachers, two peers, and a parent/community member*. Nor has the school implemented the terms of its charter agreement wherein the school requires passing scores on these Portfolios and Portfolio Exhibitions in order to be promoted, pursuant to **Pupil Outcomes #9 and #10** above.

**Violation VIII Required Response**

- Provide a written description and any supporting documentation respective of each of the Pupil Outcomes #1 – 10 above that provides evidence that the terms of the charter have been or are likely to be met.

**Outcome #1**

*Each student will improve individual composite scores on the CST/CAT6 from year to year.*

**School response affirms that outcome has not been met.**

Cure proposal:

- Transition to standards based grading system.  
Q: What is the system? Provide a detailed description of the system and the plan for implementation.
  
- Tighter focus on aligning standards to the curriculum  
Q: What is the plan? Provide a detailed description of the plan and proposed implementation of the plan to align curriculum.
  
- Interim and benchmark assessments  
Q: Which assessments? When, how, and to be used in what way? What is a description of the assessments to be used, how and when they will be administered and the manner in which these assessments will be used to support improved student achievement.
  
- Enrolling UES in OAHS's vision of success and accountability  
Q: What does this mean? How will this happen?

## **Outcome #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 assignments, portfolio assessments, graduation by exhibition, and standardized tests.*

### **School response affirms that outcome has not been met.**

Cure proposal: "Current efforts to bolster student achievement..." 4/15/09

- Supplemental instruction, individualized focus

Q: What evidence exists that this has occurred? What evidence exists that indicates the measurable impact this has had on student attainment of proficiency?

- Aviation program support – before/after school tutoring

Q: Describe the tutoring program. How are students identified? What is the accountability for the students and the adults participating in the tutoring program? What are the contents of the tutoring? What is the evidence of the results of the tutoring?

- Setting higher expectations

Q: What evidence exists of higher expectations being set? What are the root causes of the previously lower expectations?

- Increased emphasis on standards and instruction

Q: What evidence exists of the "increased emphasis"? What evidence exists of the impact this has had on student achievement?

## **Outcome #3**

*At least 15 seniors per year will graduate with general and airframe maintenance certification from the FAA.*

### **School response affirms that outcome is not likely to be met.**

Response indicates cause is due to "complex nature of the subject matter" and "lack of support of the program".

Cure proposal: "Current efforts to support the aviation program..." 4/15/09

- Integrating COA aviation into HS instructional program

Q: What evidence exists regarding how this has occurred? What is the evidence of the impact of this effort?

- Support and training to college professors

Q: What evidence exists that this has occurred? What is the evidence of the impact of this effort?

- Summer program for new students

Q: What is the plan for this program? When, who, how?

- Adult mentor for each 12<sup>th</sup> grade student

Q: What is currently in place to support this effort? What is the plan for this program and the plan for implementation of this program?

- An inquiry focus on student academic shortcomings

Q: What does this mean? What is the plan and how will this plan be implemented?

#### **Outcome #4**

*At least 95% of OAHS graduates will enter college, an entry-level position in the Aviation Industry, or begin a career in business.*

#### **School response indicates efforts to achieve this outcome.**

- Provide **access** to Mills Trio

Q: To what extent have students participated in the Trio program?

- **Encouraged** participation in free SAT prep services

- **Developed college entrance action plans for all students**

Q: What are these plans? Can a set of action plans for all students be generated?

- Registered a large majority (**how many?**) 11<sup>th</sup> for the SAT

- Offered aviation courses (fall, 08 – of 27 students, only 4 received an A, B, or C (**15% pass rate**) – 4 rec'd D's – 2 withdrew and 2 rec'd incompletes – 15 F's)

- Offered business courses for **general understanding**

Q: What is your understanding of the intent of the goal "...begin a career in business"? How would you explain this goal to parents or student seeking entry into the school?

#### **Outcome #5**

*It is the goal of OAHS to have their students show measurable growth each academic year, as evidenced by scores on state standardized tests.*

#### **School response does not indicate whether or not the outcome has been met.**

Q: What evidence does the school have of the extent to which this outcome has been met?

Cure proposal:

- Transition to standards based grading system

Q: Is this different from the grading system proposed in Aug., 2008?

- Tighter focus on CA standards and instruction
- Development of tracking system to monitor student progress
- Interim and benchmark assessments
- Enrolling UES

### **Outcome #6**

*OAHS will reach a CAHSEE pass rate of 90%.*

**School response affirms that outcome has not been met.**

Cure proposal:

- Eagle program

Q: What is this program? How is it implemented? What evidence exists that demonstrates its impact?

- development of intensive, research based, proven program

Q: What program? When, how, by whom?

### **Outcome #7**

*It is the goal of OAHS to meet its Academic Performance Index ("API") growth targets on an annual basis, and to equal or exceed District API growth rates.*

**School response does not indicate whether or not this outcome has been met.**

Q: What evidence does the school have of the extent to which this outcome has been met?

Cure proposal Same as #5

### **Outcome #8**

*It is the goal of the OAHS to make adequate yearly progress ("AYP") as defined by the No Child Left Behind Act ("NCLB"), and to equal District AYP growth rates.*

**School response does not indicate whether or not this outcome has been met.**

Q: What evidence does the school have of the extent to which this outcome has been met?

Cure proposal Same as #5

**Outcome #9**

**School response provides documents representing portfolio expectations as well as a sample portfolio for 07-08 and 08-09.**

Q: 07-08 sample includes an Algebra II course taught through [www.classzone.com](http://www.classzone.com) which is the publisher online book website. Is this the manner in which the course was taught?

Q: How representative were the two portfolios selected for exemplars in the school response? In what manner are the student's portfolios maintained? How many students passed and did not pass their portfolio reviews? What are the next step for those that did not pass?

**Violation IX: Failure to Use Performance Data Consistent with Charter Terms**

**Violation IX: Required Response**

- Provide a written description detailing the extent to which, as of February 23, 2009, staff of OAHS have received or have otherwise formally reviewed the students' 2008 STAR CST performance results. Provide supporting evidence.

**School response affirms that CST performance has not been provided to staff, nor formally reviewed.**

Students were given an assessment in ELA and math at the start of the school year.

Interim assessments have been given and used by teachers for differentiating instructional strategies.

Q: Is the assessment data formally reviewed as a whole staff? Does any of the professional development that occurred during 08-09 reflect time spent analyzing the interim assessment data, if so when and how?

Q: What are all interim assessment performance for each teacher based on the initial and the third quarter evaluation? What is an explanation of the data and how the data can best be interpreted?



### **Additional Concerns:**

- Course descriptions provided to the District comprise syllabi in most cases that contain little description of the course content. It is very difficult to discern the extent to which a course is being effectively delivered based on the course descriptions provided in the December 2, 2008 response from OAHS. *Eg. US History Curriculum Map is a brief table with six unit titles, a topic title, and associated CA standard.*
- Student desks have been previously painted brown and their surfaces have been severely defaced. Desks in this condition exist throughout the school creating a sense of blight; a generally unwelcome feeling; and project low expectations.
- The course syllabuses have no aligning features and it is not evident that there are “school-wide expectations”.
- Many students observed by District staff on February 10, 2009 and February 18, 2009 do not bring materials, backpacks or other items to classes (except those items kept in pockets and thus not visible).
- Trigonometry /Pre-Calculus and Calculus are offered as “self-guided” courses because the school is unable to staff these courses independently and eligible students are considered “self-starters” based on statements made by the OAHS principal, Dr. Sulton. The math teacher interviewed by District staff stated that he is unaware of the performance of his Trigonometry /Pre-Calculus students on the CA State STAR Algebra II exam for the prior year. Having taught the Algebra II class the prior year, he stated he feels confident they are prepared. The Trigonometry/ Pre-Calculus Course is offered simultaneously, in the same classroom as Geometry.
- Based on statements made by the principal, Dr. James Sulton III on February 10, 2009, many OAHS 11<sup>th</sup> grade students will be required to take core classes through the local community college in order to meet graduation requirements, which is inconsistent with the terms of the school’s charter agreement, wherein the required courses for graduation were approved to be offered by the school.
- Based on statements made by the principal, Dr. James Sulton III on February 18, 2009 OAHS does not have an administrative designee. This places the school at a risk in those instances when the principal is not on site. There are many instances when this is likely to be the case, and in the event the principal becomes incapacitated, the school would be without the necessary authority to address critical issues within the school.

### **Additional Concerns: Required Response:**

- **Provide the 2007 and 2008 CST performance results for each student enrolled in the fall, 2007; spring, 2008; fall, 2008; or spring, 2009 Algebra II, Trigonometry/ Pre-Calculus courses**
- **No other response required at this time for this item. However the school may refute the findings above or otherwise provide additional information pursuant to these concerns.**

**School response includes 4 CST reports for 2008.**

Reports show 3 far below basic and 1 below basic for Algebra II

Q: What objective measures does the school have that demonstrates the students’ proficiency

in Algebra II? What grades did these students receive in 2007-08 in Algebra II?

### **Program Implementation Inconsistent with Terms of Charter Agreement:**

Based on observations conducted on February 10, 2009 and February 18, 2009 by District staff, the over-all academic program at OAHS is weak and inconsistent with terms of the charter agreement. These observations comprised multiple visits to the science, social studies, Algebra 1, and ELA classrooms, each for approximately 20 minutes; as well as brief discussions with 3-4 OAHS teachers. Not all classrooms were observed due to teacher absence, minimum day schedule or limited time allotted to the visitation.

The findings outlined below represents concerns held by staff and are preliminary.

### **Discussion with Aviation Instructor:**

- **A course description for the Aviation course was not provided in the response from OAHS dated December 2, 2008.**
- Instructor is aware that students by and large do not pass the aviation courses.
- Instructor acknowledged that the only intervention in place at the school is that upon the failure of two courses students are dropped from the aviation cohort.
- Instructor acknowledged that there is no means of remediating or tutoring students in this area.
- Instructor was unable to provide suggested interventions for students unsuccessful in the aviation courses

Charter States:

*"The mission of OAHS is to serve [...] through providing a rigorous educational program that [...] develops the technical skills and personal qualities necessary for a successful career in aviation and business.*

### **Business Course:**

- **A course description for the business course was not provided in the response from OAHS dated December 2, 2008**
- Business course offered included college course credit for an assignment entitled, "Start you own business".
- Assignment lacks evidence of a clear rubric defining required quality standards.
- Three students interviewed could not describe quality standards that would determine what constitutes a "good" vs. "not good" final product.
- Students observed were assigned to teams, however most interviewed or observed were unclear as to each other's responsibilities within the team. Team members observed not participating stated they did not have a clear role
- Classroom observed included two student that stated they "did not have a class" that period and were told to therefore come to the business classroom, where they proceeded spend the period playing video games.
- Assignment observed lacked rigor in its expectations and the classroom lacked clear expectations, clear objective and the role of the instructor during the course was not evident.

Charter States:

*"The mission of OAHS is to serve [...] through providing a rigorous educational program that [...] develops the technical skills and personal qualities necessary for a successful career in aviation and business.*

## Physical Education

- A course description of the Physical Education course was not included in the response from OAHS dated December 2, 2008.
- Physical Education was not listed in the table of courses provided to District staff on February 10, 2009.
- The PE class was observed to conduct its activities in the street adjacent to the school. The section of the street occupied by students had no signage, fencing, pylons or other safety measures to ensure vehicles in this high traffic area along the airport and car rentals did not cause a threat to student safety.

### **Measures must be taken immediately to address this safety risk. Please provide a description in writing of steps taken by the school to increase student safety, given the use of the street for play space.**

- On two occasions, students were observed during PE where a substantial number of students, at least one-third were non-participatory.
- Observation of the PE classroom included an agenda on the whiteboard that stated a quote of the day, and the activity to be volleyball or basketball. No other goals or objectives were evident.
- The PE classroom was not a welcoming environment. The space was bare, desks were in disheveled rows and severely defaced, no student work or contents relevant to physical education or health were present in the classroom.
- PE grounds upon observation: food remnants strewn throughout area, flattened football on the ground, destroyed soccer ball on ground, broken basketball hoop, and play space covered in gravel...creating a high slip hazard.

#### Charter States:

*“At OAHS, we achieve our mission by holding high expectations for students and staff focused around on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining higher standards of excellence.*

[...]

*OAHS is prepared to empower students to high levels of personal, technical and academic achievement, through the strategic application of brain based learning theory, data-driven instruction, regular assessments and the cultivation of effective effort.”*

## Algebra 1

Four observations conducted on two occasions by District staff:

- **Algebra 1 course description was not provided in the response from OAHS dated December 2, 2008.**
- Teacher stated to District staff multiple times, “you know I am the long-term sub”.
- Teacher stated that she has a history credential and is the school’s history teacher.
- Lesson structure was not evident during the observations.
- Observations included limited to no checking for understanding; except when the teacher asked “are there any questions” or “you got that?”
- Pacing was extremely slow and was often side-tracked during the observations.
- Expectations for students during the observed lesson were unclear as some students took notes and some did not; some students asked questions and most did not; many students appeared disengaged throughout the observations.
- Some students were permitted to spend the entire observation time without work on their desk.
- No lesson closure evident or discussion of the lesson objective during the observations.
- No student work present in the classroom.
- Continued use of profanity in classroom was observed and only rarely addressed.
- Evidence of student comprehension of content during the observations was very limited.
- No evidence during the observations of consideration for the English Learner population in the board work or lesson structure.
- No evidence during the observations of differentiated instruction or varied delivery.

Charter states:

*“At OAHS, we achieve our mission by holding high expectations for students and staff focused around on our common interest in developing highly successful learners, educators, aviators and business people. We personalize the educational experience to develop character, intrinsic motivation and technical proficiency in our consistent movement toward attaining higher standards of excellence.*

[...]

*OAHS is prepared to empower students to high levels of personal, technical and academic achievement, through the strategic application of brain based learning theory, data-driven instruction, regular assessments and the cultivation of effective effort.”*

## US History

Observations in this classroom evidenced improved instruction by comparison.

- Teacher used mind-map for World War I concepts.
- Some comprehension by students was evident in exchange observed between teacher and one to two students.
- Student behavior was calm and agreeable.
- Classroom evidenced student work on the walls and included materials relevant to course content.
- The objectives were on the board.

Concerns:

- Students were given a packet and asked to work independently, or permitted to work in pairs. 1/3 of student elected to work in pairs. This proved to be unproductive. Most pairs chatted throughout observation and did not progress on the assignment.
- One student interviewed explained that students often work in pairs because it is less work as they can share the answers. Student interviewed acknowledged that students working independently were therefore required to do more work.
- The role of teacher during packet work was unclear.
- Student interviewed indicated no textbook is provided, but that worksheets and handouts were common.
- Engagement in the observed activity was very limited.

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## Environmental Science

Four observations conducted on two site visits:

Class observations included new teacher replacing a recently terminated teacher.

- Students regularly exchanged profanity in both English and Spanish throughout the observations, which was not addressed.
- Tone taken with teacher by many students was frequently combative during the observations.
- Engagement by students during observations was extremely low.
- No lesson objectives or lesson plan was evident during observations.
- New syllabus was reduced to “rules” during the presentation by the teacher.
- A point system was introduced that involves earning points for being present in class and earning points for remaining in class without being kicked out during the period.
- No clear alignment was evident between the Environmental Science syllabus and any other syllabus provided by the school.
- Quiz results discussed during the observation evidenced very little mastery or even participation...one student commented “at least I wrote Happy Valentine’s Day on my quiz!”
- Expectations for students were not evident during the observations.
- One student spent one observation copying another student’s math homework.
- No lesson plan was evident during the observations...teacher suggested what they would “hopefully do”.
- Teacher indicated to students that most do not bring materials, work, pencils, pens, etc., to class.
- No evidence during the observations of consideration for the English Learner population in the board work or lesson structure.
- No evidence during the observations of differentiated instruction or varied delivery.

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## 9<sup>th</sup> grade English

Short observation conducted.

- Objectives were evident on the board.
- Content of lesson was evident on the board.
- Grade level text and grade level work was evident.

Concerns:

- Engagement appeared low during the observation.
- Presentation by one student regarding outside interview became an unstructured introduction to a future research assignment for students.
- 7 students present in class of 8, yet students were literally spread out across the entire, very large classroom, with varying degrees of engagement.
- One student was finished and interrupted the teacher requesting more work; two students appear completely checked out with no work on their desks.
- No evidence during the observations of consideration for the English Learner population in the board work or lesson structure.
- No evidence during the observations of differentiated instruction or varied delivery.

## 11<sup>th</sup> grade English

- Teacher employed consistent lesson structure from during both observations.
- Grade level vocabulary evident on the board.
- Appropriate rapport between students and teacher was evident for the most part.
- Rubrics were posted on the wall for writing.
- Exemplars of proficient writing on the wall (only classroom with such evidence of student work).

Concerns:

- No evidence during the observations of consideration for the English Learner population in the board work or lesson structure.
- Students interviewed were unable to describe what would constitute a “good essay” based on the current assignment they were working on.
- Students were expected to utilize class time to begin essay writing based on self-selected topics, yet were not accessing support from peers or the teacher.
- No prewriting activities were evident.
- Teacher spent better part of one observation trying to convince one student to participate.
- Two students interviewed were unclear about expectations for MLA guidelines embedded in the lesson and did not have the necessary resources to access the information.
- No evidence during the observations of differentiated instruction or varied delivery.

Over-all the classroom observations did not evidence the “*High Expectations*” outlined in the charter agreement. The expectations regarding student work quality was not sufficiently evident during observations. Lesson delivery was predominantly teacher-centered. Students were by and large disengaged. Classroom climate did not exemplify rigorous expectations for student discourse, application of effective study skills, or the reinforcement of academic behaviors such as effectively working in groups, taking notes, or posing questions.

The observations did not evidence an academic program that is likely to improve the state standardized test performance of students; nor to prepare students for the rigors of college; nor was there evidence of the “*Emphasis on project-based learning with clear objectives and measurable outcomes*” as outlined in the charter agreement.

**Program Implementation Inconsistent with Terms of Charter Agreement: Required Response:**

- **Provide a detailed description and supporting evidence demonstrating the extent to which faculty at OAHS have received feedback and support during the 2008-09 school year to deliver curriculum consistent with the terms of the school’s charter agreement.**

Q: Based on the school response, who were the “Presenters” listed in the agendas for the August, 2008 professional development?

Q: Based on the professional development agendas provided in the school response, teachers were presented with a Mastery Teaching and Learning expectation that “*Teachers will tie a standard to each assignment graded and logged into PowerTeacher*” also, “*When possible, grade work on a 1-5 scale ranging from Advanced to FBB.*” If we were to spend some time with teacher grade books, student portfolios, or reviewing PowerTeacher, would we find consistent evidence that this has occurred in the school this year?

Q: Based on the PD agendas provided in the school response, on Sept. 3<sup>rd</sup>, 2008 teacher were instructed to provide the principal with weekly lessons plans. To what extent has this occurred over the course of the year and what has been the impact of this expectation?

Q: Based on the PD agendas provided in the school response, what is meant by “*Activities*”? (i.e. March 25<sup>th</sup>, 2009)