OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell - Superintendent Kelly Krag-Arnold, Brett Noble, and Elizabet Wendt - Office of Charter Schools
Board Meeting Date	November 18, 2020
Subject	Charter Renewal Request – Achieve Academy

Action	Vote
Background	Achieve Academy has requested renewal consideration and is eligible for a 5-year renewal of its charter term that would begin on July 1, 2021. The school submitted its renewal petition to the District on September 21, 2020 and had a public hearing at a Board meeting on October 21, 2020.
Discussion	The Office of Charter Schools staff and Superintendent recommend **approval** of the Achieve Academy renewal petition.

Strengths:
- Strong CORE growth in recent years, in both ELA and Math, both overall and for most student groups at the school.
- Performance among a majority of key student groups is above the OUSD average in a majority of years.
- Met all indicators of the School Performance Analysis in all 3 years.
- Low suspension rates, both overall and for all key student groups considered.

Additionally, the following challenges were noted, which will be areas for staff to continue monitoring over the next charter term if the school is approved:

- Students with disabilities have consistently performed lower than the OUSD average for this student group.
- Low percentage of students with disabilities at the school: 7%, compared to OUSD average of 13%.

Fiscal Impact   N/A

Attachment   Renewal Recommendation Staff Report
Renewal Recommendation Presentation

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

TO: Board of Education

FROM: Kyla Johnson-Trammell, Ed.D., Superintendent

Office of Charter Schools Staff – Sonali Murarka, Brett Noble, Elizabet Wendt, Kelly Krag-Arnold

DATE: November 18, 2020

SUBJECT: **Achieve Academy Renewal Request**

School Overview

School Name:	Achieve Academy
Charter Operator:	Education for Change

Year Opened:	2006	Previous Renewal Year(s):	2011, 2016
Neighborhood:	Hawthorne	Campus Address:	1700 28th Ave. 94601
Board District:	District 5	Attendance Area(s):	International Community School/Think College Now
Current Grades Served:	TK-5	Current Enrollment:[1]	605
Current Authorized Grades:	TK-5	Current Authorized Enrollment:	700

Staff Recommendation

Staff recommends **approval** of the renewal petition for Achieve Academy ("Achieve" or "Charter School") for five years, beginning July 1, 2021 until June 30, 2026, to serve up to 680 students in grades TK-5.

Criteria for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, the Office of Charter Schools determines whether the charter school has met the following renewal criteria:

  I. Has the Charter School Presented a Sound Educational Program?
  II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
  III. Is the Petition Reasonably Comprehensive?
  IV. Is the School Serving All Students Who Wish to Attend?

Procedure

1) The Office of Charter Schools conducted a virtual site visit on September 23, 2020. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board

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[1] Per first month statistical report submitted to OUSD (as of August 21, 2020)

members) and classroom observations. The team also conducted a review of the school's documents, policies, financials, and renewal petition.

2) The charter school submitted a renewal request to the District on September 21, 2020.
3) The initial public hearing was held on October 21, 2020.
4) Staff findings were made public by the 15-day posting requirement, which was November 3, 2020.
5) The decision public hearing is being held on November 18, 2020.

Summary of Findings

Below is a staff summary of the school's primary strengths and challenges.

Strengths

- Strong CORE growth in recent years, in both ELA and Math, both overall and for most student groups at the school.
- Performance among a majority of key student groups is above the OUSD average in a majority of years.
- Met all indicators of the School Performance Analysis in all 3 years.
- Low suspension rates, both overall and for all key student groups considered.

Challenges

- Students with disabilities have consistently performed lower than the OUSD average for this student group.
- Low percentage of students with disabilities at the school: 7%, compared to OUSD average of 13%.

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students.[2] The Education Code outlines a three-tiered system for most[3] charter schools seeking renewal as well as corresponding criteria and conditions for evaluating the soundness of a school's educational program.[4]

A. Renewal Tier Analysis

The following table outlines the State School Dashboard criteria used by the State Department of Education to determine the charter school's renewal tier.

State Dashboard Criteria for Determining Renewal Tier (Note: "Academic Indicators" referenced below refer to the ELA, Math, English Learner Progress[5], and College and Career Readiness indicators on the State Dashboard)	2018	2019	Criteria Tier (Middle unless both years—and both sub-criteria for Criteria 2—are either all High or all Low.)	Renewal Tier (Middle unless either Criteria Tier is High or Low, in which case this is the same.)
Criteria 1: Performance level on all schoolwide state indicators is: • All Green or Blue (High), • All Red or Orange (Low), or • Any other combination of colors (Middle). *(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)*	Middle	Middle	Middle	**Middle**
Criteria 2a. Schoolwide status for all academic indicators is: • Same or higher than state average (High), • Same or lower than state average (Low), or • Any other combination (Middle). *(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)*	Low	Low	Middle	
Criteria 2b. For each academic indicator, of student groups that underperformed statewide relative to the state average: • Majority (50% or more) of groups at school received colors that are higher than the student group's state average status (High), • Majority (50% or more) of groups at school received colors that are lower than the student group's state average status (Low), or • Any other combination (Middle). *(Note: Cannot be High or Low unless a school received colors for at least two of the identified underperforming student groups for at least two academic indicators.)*	Middle	Middle		

Figure 1. *Source: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer*

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[2] EC §47605(c)(1)

[3] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[4] EC §47607(c)(2) and EC §47607.2

[5] For the English Learner (EL) Progress Indicator, status level was used as a proxy for color on the 2019 Dashboard for schools that had at least 30 EL students with results. Specifically, Very High/High and Very Low/Low status levels on the EL progress indicator were used as proxies for Blue/Green and Red/Orange colors, respectively.

As indicated in the table above, the charter school met the State's criteria for the **Middle** renewal tier. The table below outlines renewal conditions and additional academic evaluation criteria applicable to this renewal tier and corresponding evidence considered related to the soundness of the charter school's educational program, as outlined in the subsequent sections.

Middle Renewal Tier – Renewal Conditions and Additional Academic Evaluation Criteria	Evidence Considered to Assess Soundness of the School's Educational Program

• May renew for 5 years or may deny only upon making written findings that:
    1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, AND
    2. The closure is in the best interest of the pupils, AND
    3. The decision provided greater weight to performance on measurements of academic performance (if applicable).
 	
 • Shall consider schoolwide performance and performance of all student groups on both state and local indicators included in the State Dashboard, providing greater weight to performance on academic indicators.
 	
 • Shall also consider clear and convincing evidence, demonstrated by verified data, showing either:
    a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school OR
    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
	• School Performance Analysis and Local Indicators
	 • Comparison of Academic Performance for Key Student Groups
	 • Additional Verified Data Provided by School
	 • School Quality Review Rubric Ratings
	 • Performance Improvement Plan (if submitted)

Figure 2. *Source: Education Code §47607.2(b)*

B. School Performance Analysis and Local Indicators

As mentioned previously, for schools meeting the Middle renewal tier criteria, the District is required to consider the school's performance on State Dashboard indicators, providing greater weight to performance on academic indicators.

School Performance Analysis

The District's School Performance Analysis (SPA) was developed to serve as a tool for determining whether district and charter schools meet a minimum performance threshold on a variety of indicators based on State Dashboard and CORE Academic Growth[6]. For each indicator, a determination is made as to whether the school met the threshold both (a) schoolwide, and (b) for an "equity" category consisting of a combination of historically underserved student groups. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, the SPA does not apply to schools that did not receive a dashboard color on at least half of the applicable indicators, including at least one academic indicator (typically due to having too few students).

Based on data available at the time of this report, Achieve met the minimum performance threshold for each of the past three years, as summarized in the following table.

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[6] The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. It is designed to measure the impact of educators on student growth. Additional information regarding the model can be found at https://coredistricts.org/faqs/.

Indicator	2017		2018		2019	
	SCHOOLWIDE	**EQUITY**	**SCHOOLWIDE**	**EQUITY**	**SCHOOLWIDE**	**EQUITY**
English Language Arts	Met	Met	Met	Met	Met	Met
Mathematics	Met	Met	Met	Met	Met	Met
Suspension	Met	Met	Met	Met	Met	Met
Chronic Absenteeism	-	-	Met	Met	Met	Met
Total *To meet, school must meet >50% of schoolwide/equity indicators for each year.*	**Met** (Met 100%; 6 of 6)		**Met** (Met 100%; 8 of 8)		**Met** (Met 100%; 8 of 8)	

Figure 3. *Source: California School Dashboard; CORE Index Dashboard*

Detailed data that was used to determine whether the charter school met the threshold for 2019 (the most recent year for which data was available) is included in the following two tables.

SCHOOLWIDE			
ACADEMIC INDICATORS *To meet, school must have __either__ California School Dashboard Color Orange or higher __or__ CORE Growth Level Medium or higher (i.e. > 30th percentile).*			
English Language Arts State Test	Dashboard Color	**Yellow** *DFS[7] = -59; increased 3 points*	**Met**
	CORE Growth Level	**High** *83rd percentile*	
Mathematics State Test	Dashboard Color	**Orange** *DFS = -44; increased 1 point*	**Met**
	CORE Growth Level	**High** *97th percentile*	
CULTURE/CLIMATE INDICATORS *To meet, school must have California School Dashboard Color Orange or higher.*			
Suspension	Dashboard Color	**Green** *1.2% suspended once; declined 0.4%*	**Met**
Chronic Absenteeism	Dashboard Color	**Orange** *9.6% chronically absent; increased 2.6%*	**Met**

Figure 4. *Source: California School Dashboard; CORE Index Dashboard*

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[7] Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student's score with the "Standard Met" threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, "Using scale scores, rather than reporting on the percent of students who performed at or above the "Standard Met", provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments." (https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp)

EQUITY

To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on __either__ Dashboard Color __or__ CORE Growth Level metric.

Indicator	Data Source	Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	Met/Not Met	
English Language Arts State Test	Dashboard Color *(DFS; change)*	-	Orange -63; ↓0.2	-	Orange -62; ↑2.3	Orange -67; ↑1.1	Orange -140; ↑10.2	-	-	**Met** (4 of 4)	**Met**
	CORE Growth Level *(percentile)*	-	High 83%	-	High 83%	-	Medium 50%	-	-	**Met** (3 of 3)	
Mathematics State Test	Dashboard Color *(DFS; change)*	-	Orange -47; ↓1.2	-	Orange -46; ↑0.5	Orange -49; ↓1.2	Red -146; ↓10.0	-	-	**Met** (3 of 4)	**Met**
	CORE Growth Level *(percentile)*	-	High 97%	**-**	High 97%	-	Medium 63%	-	-	**Met** (3 of 3)	
Suspension	Dashboard Color *(% suspended once; change)*	-	Yellow 1.3%; ↑0.1%	-	Green 1.3%; ↓0.4%	Green 1.0%; ↓0.4%	Green 3.0%; ↓5.1%	-	-	**Met** (4 of 4)	
Chronic Absenteeism	Dashboard Color *(% chronically absent; change)*	-	Orange 9.2%; ↑2.3%	-	Orange 9.4%; ↑2.1%	Orange 9.7%; ↑2.8%	Orange 17.9%; ↑5.0%	-	-	**Met** (4 of 4)	

Figure 5. *Source: California School Dashboard; CORE Index Dashboard*

State Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the Dashboard. The school uses self-reflection tools included within the Dashboard to report its progress on the local indicators. If a charter school does not submit results to the Dashboard by the given deadline, including completing the self-reflection tool, the school's State Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.[8]

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[8] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

Local Indicator	2017	2018	2019
Basics: Teachers, Instructional Materials, Facilities	Not Met	Met	Met
Implementation of Academic Standards	Not Met	Met	Met
Parent and Family Engagement	Not Met	Met	Met
Local Climate Survey	Not Met	Met	Met
Access to a Broad Course of Study[9]	-	Met	Met

Figure 6. *Source: California School Dashboard*

C. Comparison of Academic Performance for Key Student Groups

The following comparison of academic performance is included to further assess the charter school's academic progress and whether continued operation is in the best interests of its students. The figures below compare the school's performance (average of ELA and Math) to the District average[10] for the following five student groups: Economically Disadvantaged students, Black/African American students, Economically Disadvantaged Hispanic/Latinx students, Special Education students, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for Special Education students, progress levels for English Learners). As shown in the figures below:

- In the most recent two years, Achieve has slightly outperformed the district average for economically disadvantaged students.
- For all three years of the term, economically disadvantaged Latinx students at Achieve outperformed the district average (by 5 percentage points in the most recent two years) as did English Learners.
- Students with disabilities at Achieve performed below the district average for all three years of the term, by a range of 4 to 8 percentage points.
- For the one year where Achieve had enough African American students to have reportable data, these students performed slightly below the district average.

Economically Disadvantaged Students

In the most recent year for which results were available, Achieve had 310 Economically Disadvantaged students with state test results (ELA/Math average).

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[9] This local indicator was not included on the 2017 dashboard.

[10] Including both OUSD district-run schools and OUSD-authorized charter schools.
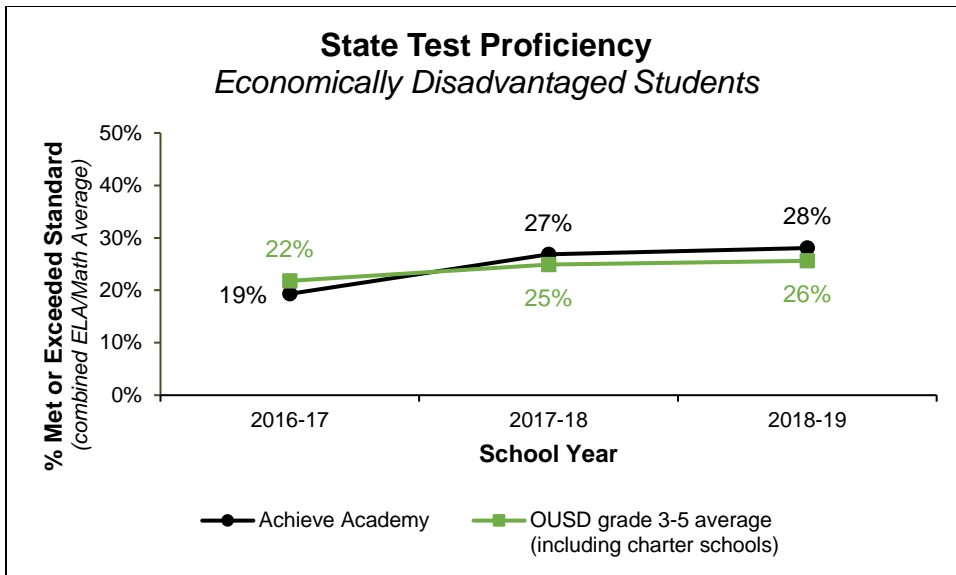
Figure 7. *Source: CAASPP Research Files*

Black/African American Students

Due to the low number of Economically Disadvantaged Black/African American students enrolled at Achieve, state test outcomes for this student group are not publicly available for any year of the charter term. The only year for which data was publicly available for the Black/African American students as a group was 2017-18, during which Achieve had 11 students from this group with state test results (ELA/Math average).
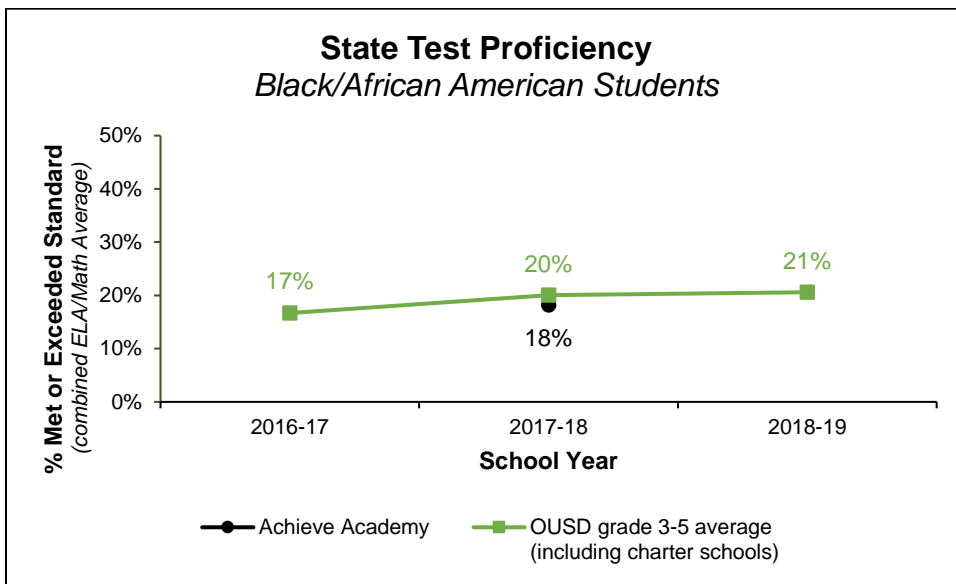
Figure 8. *Source: CAASPP Research Files*

Hispanic/Latinx Students (Economically Disadvantaged only)

In the most recent year for which results were available, Achieve had 289 Economically Disadvantaged Hispanic/Latinx students with state test results (ELA/Math average).

State Test Proficiency
Economically Disadvantaged
Hispanic/Latinx Students
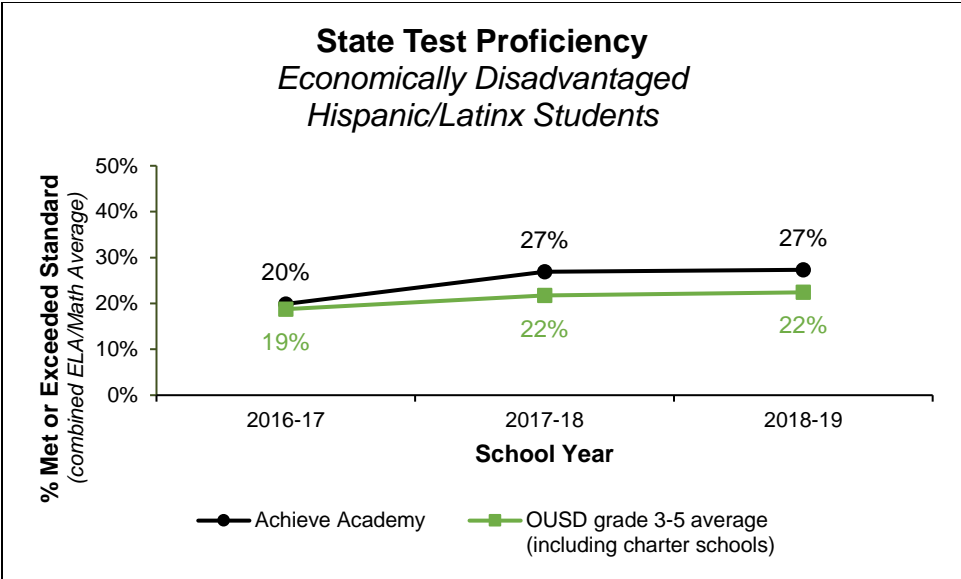
Figure 9. *Source: CAASPP Research Files*

Special Education

In the most recent year for which results were available, Achieve had 31 Special Education students with state test results (ELA/Math average).

State Test Proficiency
Special Education Students

Figure 10. *Source: CAASPP Research Files*

English Learner

In the most recent year for which results were available, Achieve had 213 English Learner students with state test results (ELA/Math average).

State Test Proficiency
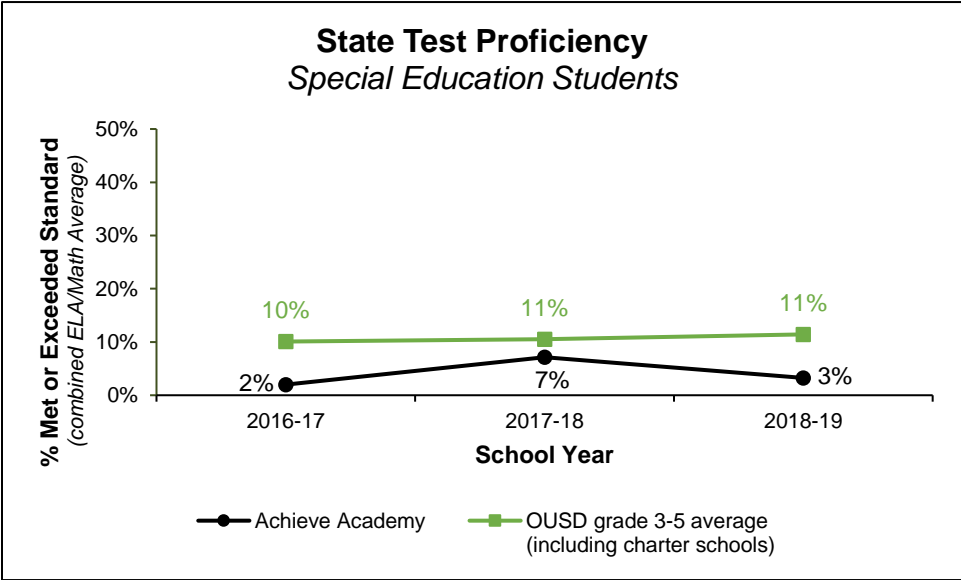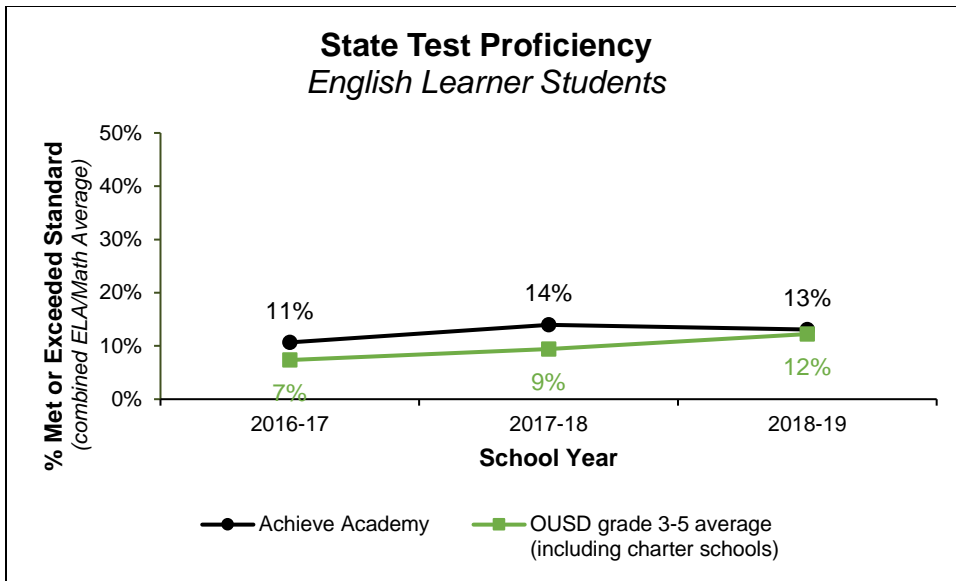*English Learner Students*

Figure 11. *Source: CAASPP Research Files*

D. Additional Verified Data

For schools meeting the Middle or Low renewal tier criteria, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data[11], showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

CORE Growth

Additionally, District staff considered CORE Academic Growth data as verified data for the current renewal cycle. As explained previously, this measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth) CORE categorizes growth percentile rankings as follows:

- Low growth: 30% or below
- Medium growth: above 30% and less than or equal to 70%
- High growth: above 70%

The chart below shows Achieve's schoolwide CORE growth percentiles for the past three years. In both subjects, the charter school had medium growth in 2017 (including above average growth in Math and below average growth in ELA), but has had high growth in both of the most recent two years, particularly in Math.

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[11] Ed Code §47607.2(c) defines verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Prior to January 1, 2021, the State Board of Education will establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. Once defined, only data sources adopted by the State Board may be used as verified data. However, prior to this happening, a charter school may present data consistent with the above description of verified data.
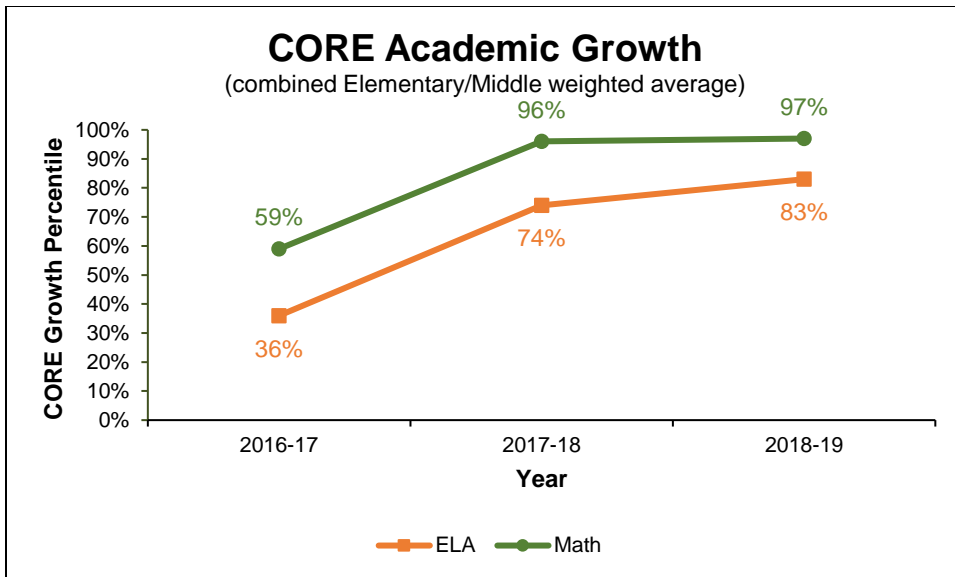
CORE Academic Growth
(combined Elementary/Middle weighted average)

Figure 12. *Source: CORE Index Dashboard*

The following table shows CORE growth percentiles for student groups. Since the vast majority of students at the school are Hispanic/Latinx, socioeconomically disadvantaged, and (to a slightly lesser degree) English Learners these numbers are nearly identical to the schoolwide CORE growth percentile numbers, including high growth in both of the two most recent years, particularly in Math. In the two most recent years, students with disabilities have had average or slightly above average growth in ELA, and above average growth in Math, including high growth in 2018.

Subject	Student Group	2016-17	2017-18	2018-19
ELA	All Students	36%	74%	83%
	Hispanic/Latinx	36%	75%	83%
	Socioeconomically Disadvantaged	36%	74%	83%
	English Learner	31%	74%	82%
	Students with Disabilities	*	55%	50%
Math	All Students	59%	96%	97%
	Hispanic/Latinx	59%	96%	97%
	Socioeconomically Disadvantaged	60%	96%	97%
	English Learner	58%	96%	97%
	Students with Disabilities	*	82%	63%

Figure 13. *Source: CORE Index Dashboard*
* Not enough students with scores for data to be made publicly available

Based on the CORE growth data presented above, showing generally high growth, the charter school appears to be achieving measurable increases in academic achievement.

CAASPP Interim Assessment Blocks (IABs)

Achieve provided the District with summary-level CAASPP Interim Assessment Block data to be considered as verified data and indicated that the charter school calculated proficiency rates using scale score results (similar to what is done for determining proficiency on the State test).[12] The table below summarizes the corresponding data provided. Results for the 2019-20 End of Year assessment were unavailable due to disruption caused by the COVID-19 pandemic. According to the data provided, proficiency rates consistently increased during each administration within each year and

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[12] Although similar scale score ranges may be used for both the IABs and the State tests, Achieve's 2018-19 State test proficiency rate for each student group was 10 to 13 percentage points lower than 2018-19 Trimester 2 results.

from similar points in time from one year to the next, with the exception of the 2018-19 end of year assessment. During both years, proficiency rates for all student groups increased between the first and second trimester by between 9 and 20 percentage points. As a whole, this data suggests that Achieve students are achieving measurable increases in academic achievement over time.

Student Group	CAASPP Interim Assessment Block Proficiency Rates (combined ELA/Math average)						
	2018-19				2019-20		
	T1	MOY	T2	EOY	T1	MOY	T2
All Students	21%	27%	40%	39%	33%	43%	51%
Free or Reduced Lunch-Eligible	20%	26%	40%	39%	33%	43%	52%
English Learners	9%	10%	26%	26%	18%	26%	31%
Special Education	5%	10%	14%	6%	10%	14%	20%
Hispanic/Latino	19%	26%	38%	37%	32%	41%	50%

Figure 14. *Source: Analysis of Interim Assessment Block data included in the Charter School's Performance Report*
Note: T1 = Trimester 1; MOY = Middle of Year; T2 = Trimester 2; EOY = End of Year

E. School Quality Review Rubric Ratings

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR for each charter school was completed by a review team in Fall 2020 and includes virtual classroom observations and focus group interviews with school leadership, students, families, staff, and Board members. The team also reviewed information from the charter school's performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric[13]. Ratings range from 1 (low) to 4 (high):

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	3.0
	1B: Leadership & Governance	3.5
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.8
	2B: Multi-Tiered Systems of Support	3.0
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	3.0
	3B: Evidence-Based Professional Collaboration	2.7
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	3.0
	4B: Data-Driven Instruction	2.3
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.3

1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Figure 15. *Source: Assessment by the SQR review team after site visit conducted on September 23, 2020*

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[13] The full SQR Rubric used for this evaluation can be found at https://www.ousdcharters.net/renewing-charter-schools.html.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[14] Evidence considered for this criteria include:

- Financial condition
- Enrollment and Average Daily Attendance
- Enrollment demographics
- Compliance with regulatory elements (including notices of concern, website posting, and teacher credentialing)
- Board health and effectiveness

A. Financial Condition

The charter school is in good financial standing with a healthy ending fund balance. Although the school had deficit spending in 2018-19, it was less than 20% of its fund balance. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported a combined total net assets of $7,723,342 for the charter management organization, Education for Change, and its charter schools.

Financial Indicator	2016-17	2017-18	2018-19	2019-20
Ending Fund Balance	$2,956,313	$3,127,473	$2,872,130	$3,432,242
Deficit Spending	$0	$0	($255,343)	$0
Deficit-to-Ending Fund Balance Ratio	0.00%	0.00%	-8.89%	0.00%
Debt Ratio	0.17	0.12	0.20	N/A
3% Reserve	Yes (37.0%)	Yes (38.9%)	Yes (35.6%)	Yes (52.6%)
Audit Opinion	Unmodified	Unmodified	Unmodified	N/A
Major Audit Finding	No	No	No	N/A

Figure 16. *Source: 2016-17 thru 2018-19 Annual Audit Reports, 2019-20 State Unaudited Actuals Report*

B. Enrollment and Average Daily Attendance (ADA)

Total Enrollment and ADA by Year

Enrollment at Achieve has declined over the course of the charter term, from 719 to 605. Nonetheless, the school's enrollment remains high as an absolute number (above 600), and Achieve would not be considered underenrolled or too small to sustain. As of August 2020, the charter school reported an enrollment of 605 and an ADA of 567 for the current school year.

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[14] EC §47605(c)(2)
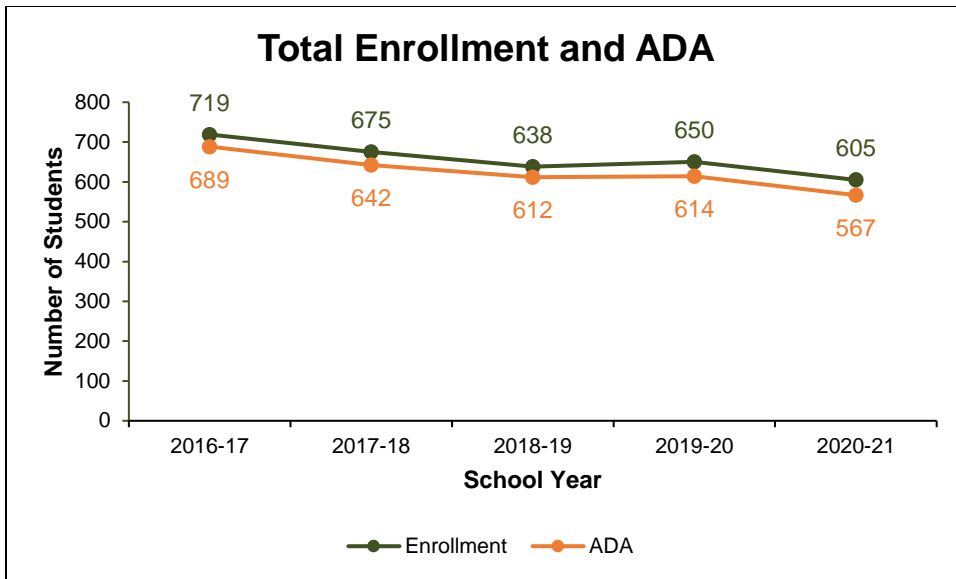
Figure 17. *Source: 2016-17 thru 2019-20 Enrollment – CDE Downloadable School Enrollment Data Files; 2016-17 thru 2019-20 ADA – P-Annual State Report; 2020-21 Enrollment and ADA – first month statistical report submitted to OUSD (as of August 21, 2020)*
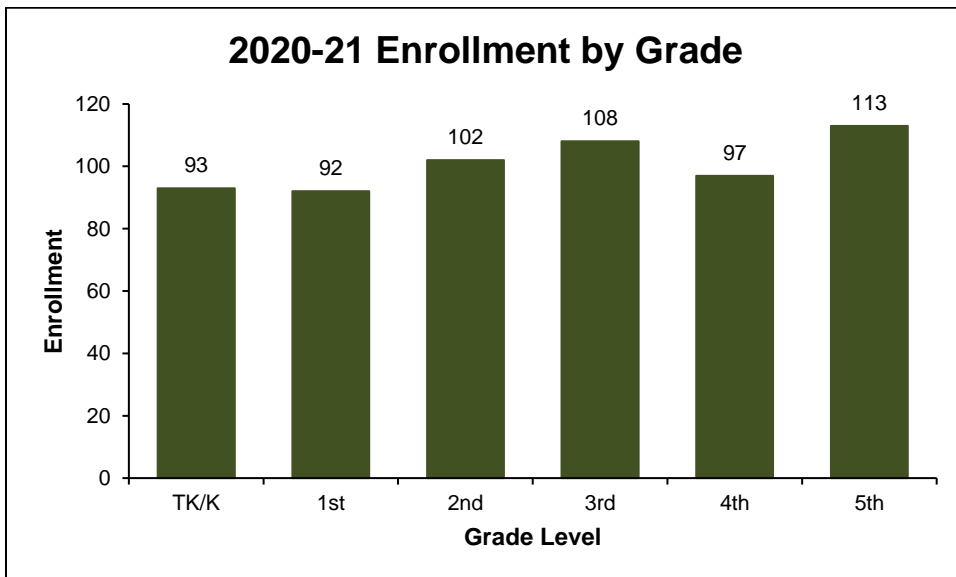
Enrollment by Grade Level

Figure 18. *Source: First month statistical report submitted to OUSD (as of August 21, 2020)*
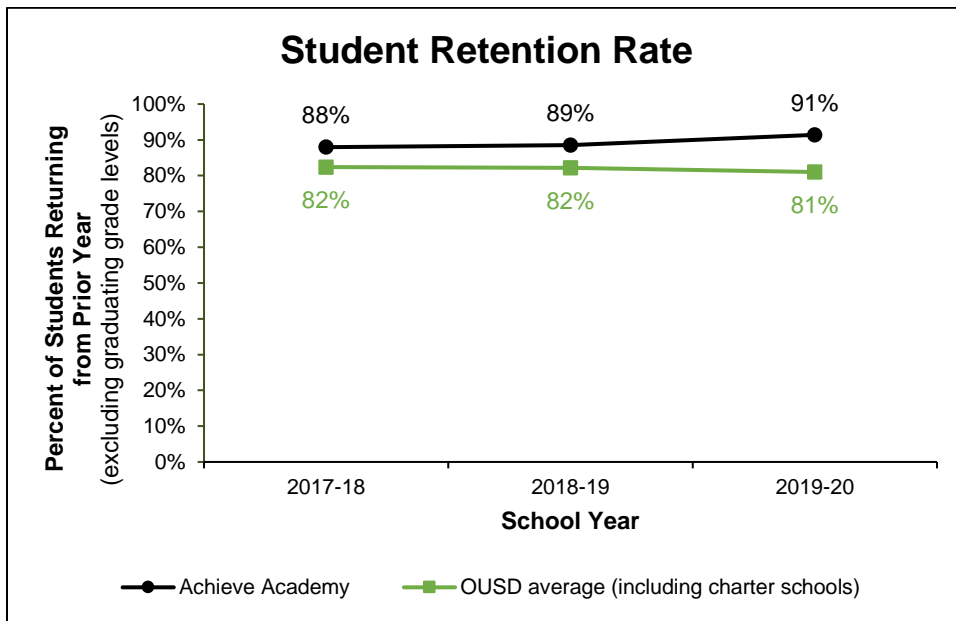
Student Retention

Figure 19. *Source: Charter Schools - Annual Fall Census Day student-level enrollment reports submitted to OUSD; District-Run Schools: Annual Fall Census Day enrollment data*

C. Enrollment Demographics of Key Student Groups

Proposed Target Student Population

In both its existing and renewal petitions, Achieve indicated that its primary target student population are students living in the former OUSD Hawthorne Elementary attendance area, which is similar to the current attendance area for Think College Now and International Community School. The renewal petition states "Achieve is a neighborhood school that provides a preference or a weight for students residing in the original attendance boundary of the Hawthorne Elementary School. As such, unlike citywide charter schools, the student demographics at Achieve reflects the immediate neighborhood and attendance boundary." (see pg. 146)

Admission Preferences

The charter school's admissions preferences included in its renewal petition are as follows and have remained the same from the previous petition.

1. Siblings of students admitted to or attending the Charter School
2. Children of employees of Education for Change
3. Students attending or residing within the boundaries of the former OUSD elementary school (the original Hawthorne Elementary boundary)
4. Students residing within the boundaries of the Oakland Unified School District.
5. Students residing outside the boundaries of the Oakland Unified School District.

Enrollment Demographics Comparison

As indicated above, Achieve's primary target student population are students living in the Think College Now/International Community School attendance boundary. Therefore, the combined enrollment demographics of these schools is included in the table below in addition to demographics of the charter school and OUSD as a whole.

2019-20 Charter School and Districtwide Enrollment Demographics				
Student Group Type	Student Group	Charter School	Think College Now/International Community School	OUSD[15]
Race/Ethnicity	Hispanic/Latinx	89%	80%	47%
	Black/African American	3%	6%	22%
	Asian	2%	4%	12%
	White	4%	3%	10%
	Two or More Races	1%	1%	4%
	Other Race/Ethnicity	1%	2%	2%
	Not Reported	<1%	3%	2%
Other Student Groups	Socioeconomically Disadvantaged	90%	88%	73%
	English Learners	70%	71%	31% (K-5 only: 38%)
	Special Education	7%	11%	13% (excluding charter schools: 14%)

Figure 20. *Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education – OUSD Department of Research, Assessment, and Data*

English Learner Enrollment by English Language Proficiency Assessment for California (ELPAC) Level

The following table shows a comparison of the distribution of English Learners by ELPAC Level for both the charter school and all OUSD students in comparable grade levels. This provides additional context about the level of need for English Learners at the charter school, but does not provide any indication as to how well the charter school is serving these students. The English Learner Progress indicator on the State Dashboard is a more appropriate metric for evaluating how well English Learners are being served by the school.

ELPAC Level	% of English Learners by ELPAC Level in 2019	
	Charter School	OUSD Grades K-5 (including charter schools)
Level 4 – Well Developed	12%	13%
Level 3 – Moderately Developed	34%	37%
Level 2 – Somewhat Developed	32%	33%
Level 1 – Beginning Stage	22%	18%

Figure 21. *Source: 2018-19 Summative ELPAC Results*

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[15] Includes all OUSD-operated schools and OUSD-authorized charter schools (unless otherwise noted)

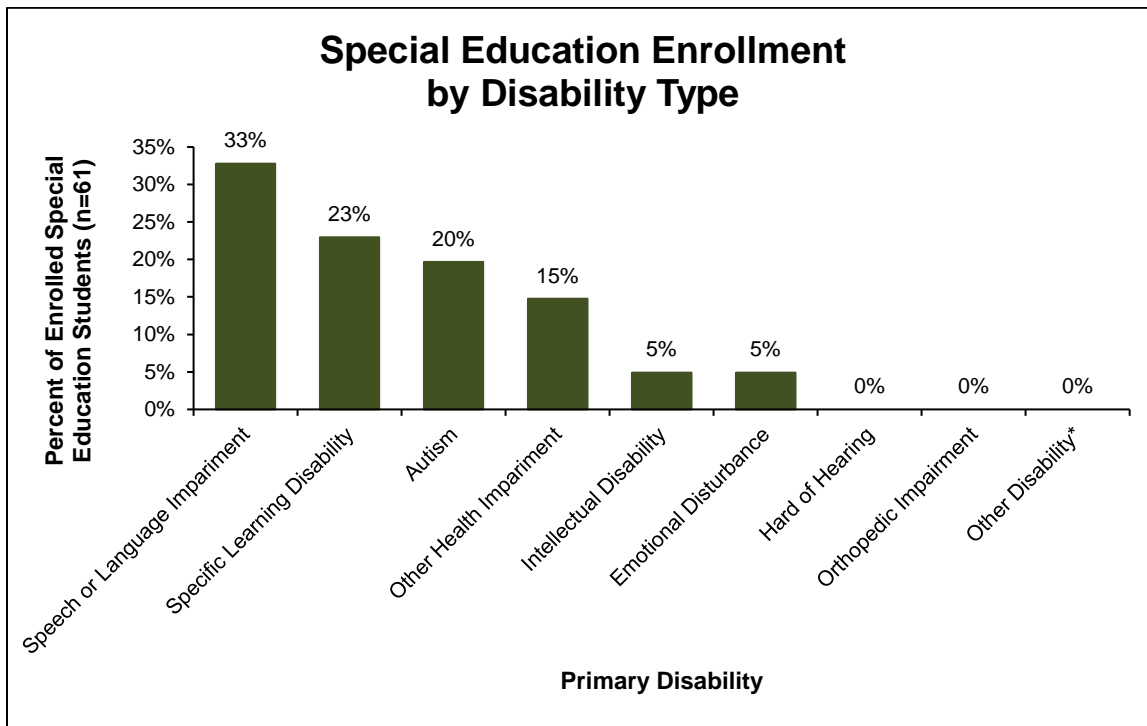*Special Education Enrollment by Disability Type Comparison*

Figure 22. *Source: CALPADS 2019-20 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)*
* Includes Deafness/Hearing Impairment, Visual Impairment, Established Medical Disability, Deaf-Blindness, Multiple Disabilities, and Traumatic Brain Injury

Plans for Achieving Balance of Key Student Groups

As required, the charter petition outlines Achieve's plans for achieving a balance of racial/ethnic, special education, and English Learner students, including a range of recruitment strategies, some of which focus specifically on English Learners and special education students. These recruitment strategies include targeted recruitment through community partners that serve local families, employing personnel who speak Mam, Spanish, and Arabic in its front office and providing oral and written translation, and recruiting at preschool programs serving students with IEPs.

D. Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[16] Achieve has received 0 Notices of Concern over the course of the current charter term. In addition, the charter school's CMO, Education for Change, has been issued 2 Notices of Concern during the current charter term.

School Year	Notices of Concern	Area(s) of Concern
2016-17	0	--
2017-18	1	Brown Act violation (issued to CMO)
2018-19	1	Brown Act violation (issued to CMO)
2019-20	0	--

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[16] If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school's record.

| 2020-21 | 0 | -- |

Figure 23. *Source: OUSD Office of Charter Schools Notice of Concern documentation*

E. Board Health and Effectiveness

A charter school governing board's decisions have significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students.

The Office of Charter Schools evaluates the governing board's overall health and effectiveness during the renewal process. This evaluation uses the charter school's performance report, the interviews conducted at the renewal site visit, and Element 4 of the charter renewal petition (along with any supporting documentation) to establish whether the minimum standard is met for each of the core competencies found in the table below.

Board Effectiveness Ratings

Board Effectiveness Core Competency	Standard Met?
The governing board is an effective decision making body which is active and meets its governance obligations.	Yes
The governing board is knowledgeable, and invested in academic achievement of all student groups.	Yes
The governing board works to foster a school environment which is viable and effective.	Yes
The governing board abides by appropriate policies, systems, and processes in its oversight.	Yes

Figure 24. *Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school board meeting(s).*

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criteria includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. [17] The following table summarizes staff findings related to whether this standard was met for each element.

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes[18]
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 25. *Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition*

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[17] EC §47605(c)(5)

[18] The renewal petition states "Achieve Academy serves students in Transitional Kindergarten through Fifth Grade, with an average enrollment of 660 students. EFC may adjust this enrollment within 10% of this range based on such factors as decreased funding rates or increased parent demand, and it shall not be considered a material revision of the charter" (pg. 13). This contradicts related District-Required Language (DRL) included in the petition regarding enrollment changes (pg. 11). When inconsistencies exist between DRL and the petition, the DRL prevails as noted on pg. 8 of the renewal petition.

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires charter petitions to include the following information.

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(d).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions.	Yes

Figure 26. *Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition*

C. OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Figure 27. *Source: Staff analysis of the charter renewal petition*

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend? (limited to State definition)

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[19] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criteria may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criteria includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State did not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[20]:

- The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. For the first set of data, the charter school did not have a numerically significant number with State test results for any year of the charter term. For the second set of data, students who left the charter school performed slightly below (between 18 points and 1 point below) the charter school's schoolwide average. Despite this, the difference did not appear to be substantial or consistent enough to suggest that the school is not serving all students who wish to attend, particularly given that the difference in the most recent year was just a single point.

Indicator (Part B)	2016-17	2017-18	2018-19
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	7% (54 of 777)	5% (37 of 708)	3% (23 of 678)
Number of these students with State test results from the prior year (combined ELA/Math average)	6.5	5	7
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*	*	*

Figure 28. *Source: Aggregate enrollment-pattern data provided by the State*
* Data excluded due to an insufficient number of students with results for this group

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[19] EC §47607(e)

[20] At the time of this report, the State provided data for 2016-17 through 2018-19. Data from 2019-20 had not yet been certified and was, therefore, unavailable.

Indicator (Part C)	2016-17	2017-18	2018-19
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	24% (187 of 781)	23% (182 of 777)	24% (172 of 708)
Number of these students with State test results from the prior year (combined ELA/Math average)	140.5	122.5	132.5
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	-90	-91	-55
Charter school's schoolwide average DFS on the State test from the prior year (combined ELA/Math average)	-79	-73	-54

Figure 29. *Source: Aggregate enrollment-pattern data provided by the State; State School Dashboard*

B. Substantiated Complaints and Notices of Concern Related to Noncompliance With Suspension/Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for Achieve.

V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the charter school's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the charter school adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths

- Met all School Performance Analysis indicators in each of the past three years.
- High CORE growth in ELA and Math, especially for Hispanic/Latinx, socioeconomically disadvantaged, and English Learner students.
- Economically disadvantaged Latinx students and English Learners have outperformed the OUSD average for all years of the charter term and economically disadvantaged students have outperformed the OUSD average in both of the two most recent years.
- Strong community and family partnerships.
- Very low suspension rates schoolwide and for all student groups.

Challenges

- Students with disabilities performed below the district average for all years of the charter term.

Determination

Based on this analysis, Achieve has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths

- While enrollment has declined, the school continues to maintain a sustainable size and has relatively strong year-over-year student retention rates.
- Board appears to be effective and operates with transparency.
- School is financially stable with a very high reserve balance.
- No Notices of Concern have been issued to the school during the current charter term.

Challenges

- Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentage of Black/African American students and students with disabilities than the OUSD average.

Determination

Based on this analysis, Achieve is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths

- Charter petition contains reasonably comprehensive descriptions of the required 15 elements.
- OUSD-specified requirements are included in petition.

Challenges

- N/A

Determination

Based on this analysis, the petition for Achieve is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths

- No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend.
- There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.

Challenges

- N/A

Determination

Based on this analysis, Achieve appears to be serving all students who wish to attend.

E. Recommendation

Based on its analysis of the charter school's performance and petition, staff recommends to **approve** the charter renewal petition for **Achieve Academy**. The charter school has sufficiently met OUSD's Charter Renewal Criteria, as well as the requirements and criteria established in the California Charter Schools Act[21], which governs charter school renewals.

This approval recommendation is for the charter program and operation in its entirety as proposed, for a term of five years, as required by law[22]. The charter renewal term would begin on July 1, 2021 and expire on June 30, 2026. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer[23]. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605[24].

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter[25]. The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

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[21] Education Code §47605
[22] Education Code §47605 d(1)
[23] Education Code §47607(a)(1)
[24] Education Code §47607(a)(2)
[25] Education Code §47607(c)(1)

VI. Appendix

A. Comparison of All Students Academic Performance by Grade Span

In the most recent year for which results were available, the charter school had 326 total students with state test results (ELA/Math average).
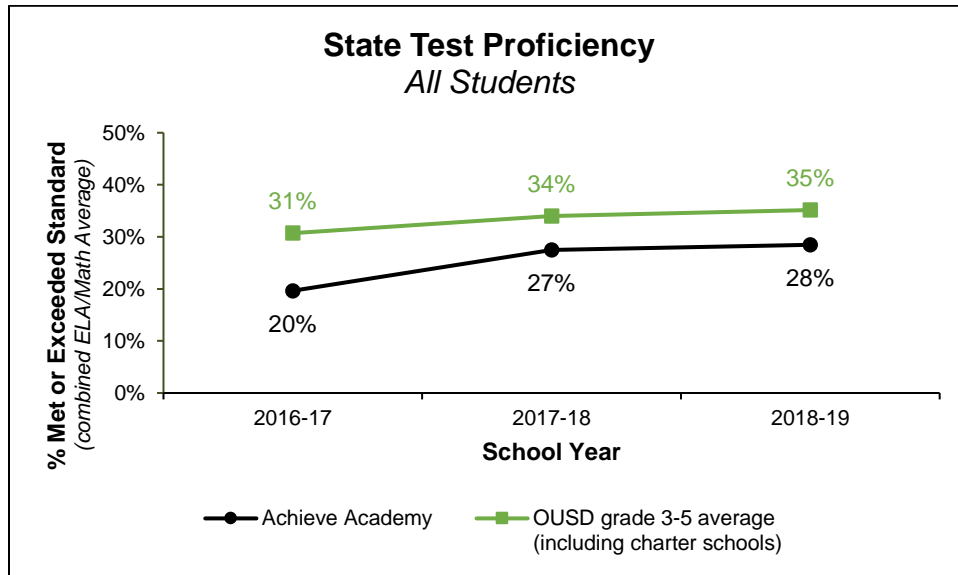

State Test Proficiency
All Students

Y-axis: **% Met or Exceeded Standard** *(combined ELA/Math Average)* — 0%, 10%, 20%, 30%, 40%, 50%

X-axis: **School Year** — 2016-17, 2017-18, 2018-19

- Achieve Academy: 20%, 27%, 28%
- OUSD grade 3-5 average (including charter schools): 31%, 34%, 35%

Legend: ●— Achieve Academy   ■— OUSD grade 3-5 average (including charter schools)

Figure 30. *Source: CAASPP Research Files*

B. Charter School Enrollment Demographics by Year

Student Group Type	Student Group	16-17	17-18	18-19	19-20	20-21
	Enrollment by Year (percent of total enrollment for student groups)					
Ethnicity	Hispanic/Latinx	90%	92%	92%	90%	88%
	Black/African American	3%	3%	3%	3%	4%
	Asian	3%	3%	2%	2%	2%
	White	3%	2%	3%	4%	3%
	Two or More Races	1%	0%	0%	1%	1%
	Other Race/Ethnicity	0%	0%	0%	0%	1%
	Not Reported	0%	0%	0%	0%	0%
Other Student Groups	Socioeconomically Disadvantaged	93%	97%	95%	90%	*
	English Learners	77%	66%	71%	70%	*
	Special Education	6%	7%	9%	7%	*
Total Enrollment		**745**	**706**	**661**	**625**	**610**

Figure 31. *Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2020-21 DATA – Self-Reported by Charter School in its Charter Renewal Performance Report*
* Data not yet available

C. Teacher Retention

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total classroom teachers	31	30	30	29	31
Number of classroom teachers retained from prior year	24	26	22	23	24
Percent of classroom teachers retained from prior year	N/A	84%	73%	77%	83%

Figure 32. *Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report*

D. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,[26] the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current five-year charter term, the Office of Charter Schools received 3 complaints regarding Achieve.

School Year	Complaints	Areas of Concern
2016-17	1	Unsanitary school lunches
2017-18	1	Concern about school's failure to prevent contact by non-custodial parent
2018-19	1	Allegation that teacher pulled student's arm and hair
2019-20	0	--
2020-21	0	--

Figure 33. *Source: OUSD Office of Charter Schools Complaint Records*

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[26] Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

E. Website Required Documentation Audit

According to the audit below, Achieve is in compliance as all required documentation is posted on their website.

Report/Item	Posted?	Note
SARC Report (EC 35258)	Yes	-
Board Agenda & Meeting Date (Government Code 54950)	Yes	-
Gender Equity / Title IX (EC 221.61)	Yes	-
LCAP Report (EC 47606.5 (h)); replaced by Learning Continuity & Attendance Plan for 2020-21 (EC 43509)	Yes	-
Employee Code of Conduct (EC 44050)	Yes	-
Mathematics Placement Policy (EC 51224.7)	N/A*	-
Education Protection Account (CA Constitution, Article 13, Section 36 (e)(6))	Yes	-

Figure 34. *Source: OUSD Office of Charter Schools charter school website audit conducted on 9/10/20.*
* Only required for schools serving students in 9th grade.

F. Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the Charter School and for all District school teachers for 2019-20.

Credential Term	Number of Teachers (%)	
	Charter School	**OUSD**
Clear	18 (69%)	1,475 (64%)
Preliminary	5 (19%)	398 (17%)
Intern	1 (4%)	127 (6%)
Emergency	2 (8%)	120 (5%)
Missing Data	0	175 (8%)
Total	**26 (100%)**	**2,293 (100%)**

Figure 35. *Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of the end of the 2019-20 school year; OUSD – 2019-20 Teacher Credentials Report available at www.ousddata.org*