



TO: Board of Education
FROM: Antwan Wilson, Superintendent
Silke Bradford, Ed.D., Director-Quality Diverse Providers
DATE: January 28, 2015
RE: Charter Renewal Request

Legislative File
File ID No.: 14-2321
Introduction Date: 11/5/2014
Enactment No.: _____
Enactment Date: _____
By: _____

ACTION REQUESTED:

Approve Oakland School for the Arts charter renewal because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

I. School Description and Key Program Elements:

Opening Year	2005	Grades	6-12
Current Term	2010-2015	Attendance Area	Oakland Tech/Far West
Renewal Date	July 1, 2015	Board District	3
New Term	2015-2020		
Program Improvement	Yes		

The following graph illustrates that Oakland School for the Arts (OSA) enrollment numbers have consistently increased over the term of the charter, growing by 11% (CDE Downloadable Data Files). The school currently has a waiting list of 27 students (OCS Enrollment Update 2014-15). Of the OSA students enrolled in 2014-15, 55.4% reside in Oakland, while 44.6% live in surrounding cities (Live-Go Data 2014-15).

Total Enrollment Over Time

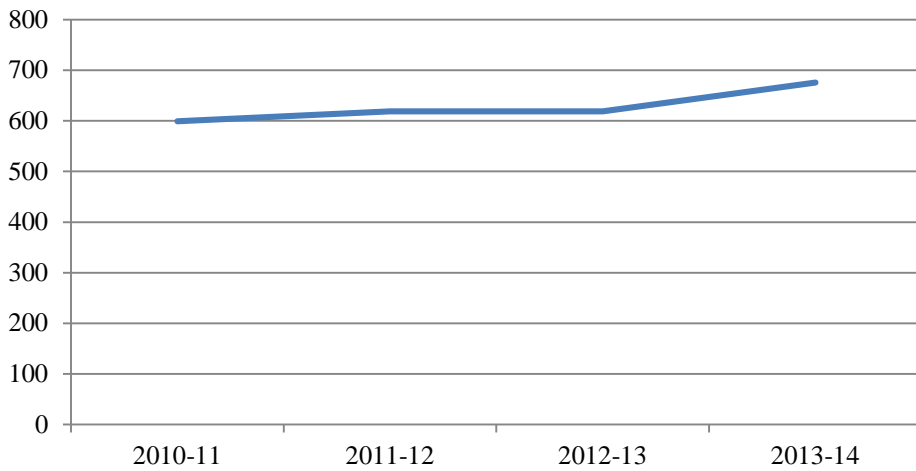


Figure 1. Source: CDE Downloadable Data Files

A comparison between OSA’s and the District’s enrollment demographics are as follows:

Enrollment by Ethnicity, 2013-2014

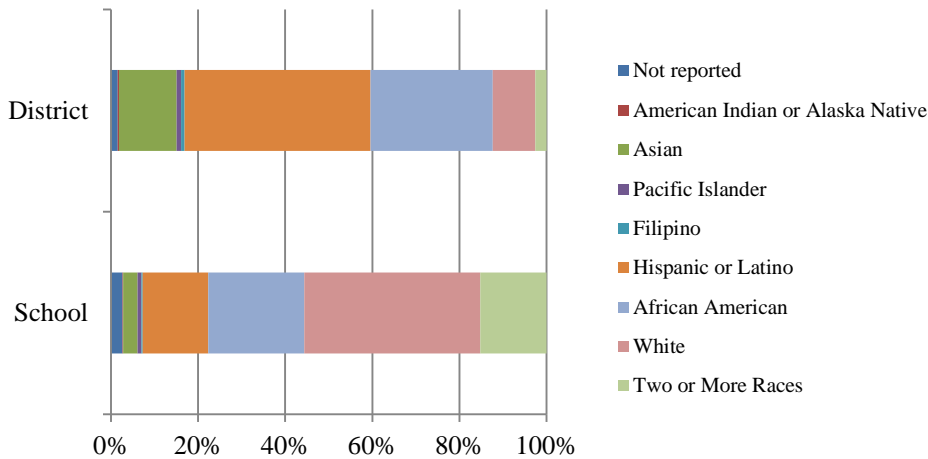


Figure 2. Source: CDE Downloadable Data Files

OSA's detailed demographic data overtime is represented in the chart below. The student population is only 37% African American and Hispanic, while the district populations are closer to 71% (CDE Downloadable Data Files). OSA's English Learner population is also almost non-existent (0.3%) and significantly lower than the average at both community and charter schools. A trend of concern is the decrease each year in the percentage of African American students. The school also has a substantially lower male population than female. The under-represented Latino population has increased each year, but not at rates comparable to the over-represented White population.

One possible explanation for the lack of diversity is the audition requirements that are a barrier to students of color who may not have access to the development of skills in the arts at their elementary schools of attendance, or via private lessons. Parents identified the shifting demographics and declining diversity as an area of improvement for OSA (Parent Interview). Site leadership has acknowledged this deficiency in the revision of their charter, and are taking action by establishing a "...Diversity Chair and Committee to monitor and implement recruitment programs that ensure a diverse enrollment" and targeting Lafayette Elementary in a "...strong effort to assist students with the knowledge, access, preparation and support needed to gain admission to OSA" (Charter Petition).

Some steps have already been taken to adjust audition requirements as students mentioned that "if you come into an audition without a lot of experience, but are willing to learn and have the drive, they will deeply consider you" (Student Interview). This idea was emphasized by a theater teacher, stating that "we are less looking for the most talented kid" but "who has the most potential and drive... that is way more important to me" (Teacher Interview). One student suggested that the workshops they had over the summer would be a good opportunity to help students interested in auditioning (Student Interview). Teachers reiterated the potential of this program that was free of charge and geared towards recruiting students in the community who did not have skills or access to the arts (Teacher Interview).

Policy changes, as reflected in the required text revisions and agreed upon by OSA leadership, are to provide preference to Oakland residents, as well as waive the letter of recommendation requirement for those students who can not secure these letters. These policy changes are expected to be communicated by OSA throughout the recruitment and audition phases of the enrollment process.

	2010-11	2011-12	2012-13	2013-14
Total Enrollment	599	619	619	676
Gender				
Male	190	204	206	211
	31.72%	32.96%	33.28%	31.21%
Female	409	415	413	465
	68.28%	67.04%	66.72%	68.79%
Ethnicity				
African American	208	181	169	149
	34.72%	29.24%	27.30%	22.04%
Asian/Pacific Islander	24	23	25	28
	4.01%	3.72%	4.04%	4.14%
Latino	69	80	87	102
	11.52%	12.92%	14.05%	15.09%
Other	149	140	103	124
	24.87%	22.62%	16.64%	18.34%
White	149	195	235	273
	24.87%	31.50%	37.96%	40.38%

English Learners	*	0	2	2
		0.00%	0.32%	0.30%
FRPM	122	89	109	96
	20.37%	14.38%	17.61%	14.20%

Table 1. Source: CDE Downloadable Data Files

Program Summary:

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

"Oakland School for the Arts will provide its students with a distinguished, pre-professional experience in the arts while emphasizing a rigorous, college preparatory academic curriculum. OSA students will graduate fully prepared to succeed in post-secondary institutions. OSA students will develop the qualities of self-discipline and perseverance through their serious study of a selected arts emphasis. In addition, OSA will be a beacon of creative excellence that attracts patrons of the arts to a revitalized Oakland City Center."

School Mission: (Excerpt from the NEW charter petition)

"Oakland School for the Arts (OSA) balances an immersive arts program with a comprehensive academic curriculum, providing students unique opportunities for learning, innovation, expression and personal growth. OSA's arts and academic programs build discipline and confidence, effectively preparing creative youth to achieve their potential both in and outside of the arts."

Program's Distinguishing Features:

"The OSA educational program combines this intensive arts training with a rigorous and standards-based college preparatory curriculum. The arts will be infused into academic content areas through projects and overall curricular design, reinforcing the strengths and artistic interests of our student body. In addition, there will be an academic component to the arts programs: history of the art form will be part of each arts curriculum, as well as theory, technique, written reflection, critique, study of the masters and interdisciplinary connections. The pre-professional arts program will explore all aspects of arts training, including business, technical, societal and managerial components of the arts world; students will be given ample opportunity to organize, direct and produce various events and performances. The OSA curriculum is built on the idea that students will create and lead on many occasions throughout their time at OSA, whether it is the start of a radio station or producing a student-written one act play or talent showcase. Many real-world possibilities for internships, apprenticeships and community partnerships will be available to students as well. Upper classmen may take classes at local community colleges or become involved in off-campus activities at local arts organizations."

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**.

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

API Growth Target and AYP Criteria Performance

OSA did meet API growth targets between 2010-2013, though they did *not* meet AYP. Please reference Table 5 and the accompanying narrative for a detailed description of the AYP shortcomings.

	2010-11	2011-12	2012-13	Weighted Average
API				
Growth API	787	822	837	815
Growth Target Met?	Yes	Yes	Yes	
AYP				
AYP Met?	No	No	No	
Number of AYP Criteria Met	14 of 17	16 of 17	17 of 21	
PI Status	In PI	In PI	In PI	

Table 2. Source: CDE Downloadable Data Files

Growth API

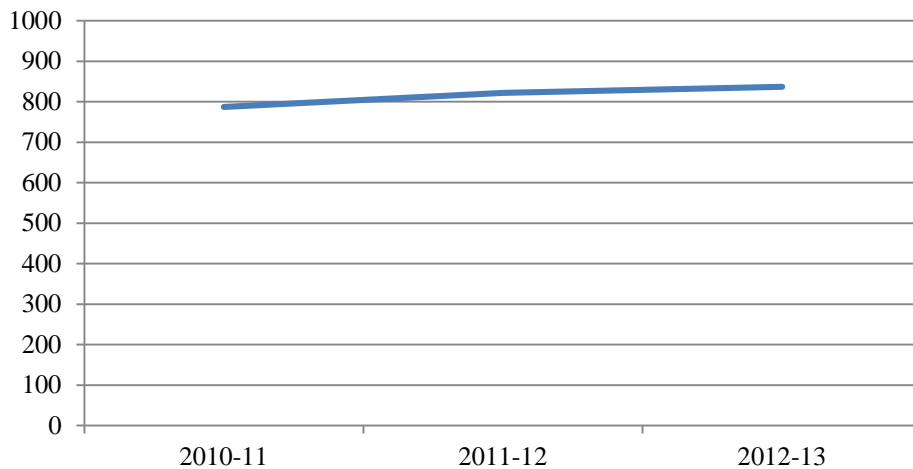


Figure 3. Source: CDE Downloadable Data Files

API Rankings

The table below shows the most recent CDE school rankings for OSA. The school has consistently increased the statewide API ranking during the charter term, but OSA's similar schools ranking has fluctuated over time and been significantly lower than their statewide ranking. OSA did not meet one of the renewal statutory thresholds of achieving similar schools ranking of a 4 or higher in two of the last three years when standardized testing was still administered.

	Statewide Rank	Similar Schools Rank
2011	7	3
2012	8	2
2013	9	4

Table 3. Source: CDE Downloadable Data Files

API Performance for District/Charter Schools Within Walking Distance

The graph below illustrates the three year weighted API performance of OSA (black bar) and both middle and high schools in the surrounding neighborhood (Note: none of the comparison schools have a 6-12 grade configuration like OSA). OSA outperforms five community schools (red bars), but has lower achievement than three charter schools (green bars), within walking distance of the site. This list was generated by taking all schools within a one mile radius of OSA. The walking time as calculated by Google Maps can be seen in the chart below the graph. Please note that the following schools were not considered due to lack of data: Downtown Charter Academy, Yu Ming Charter, and Vincent Academy.

Walking Distance API Comparison

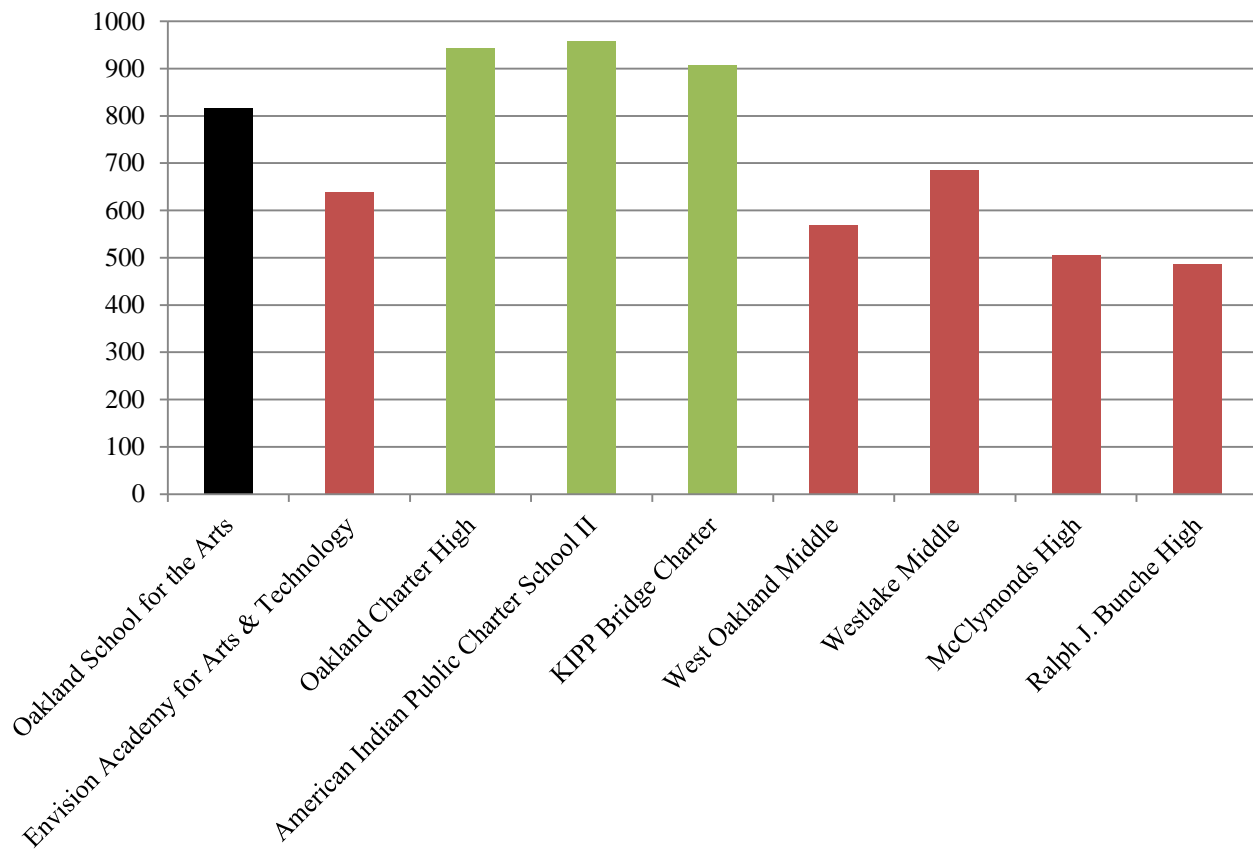
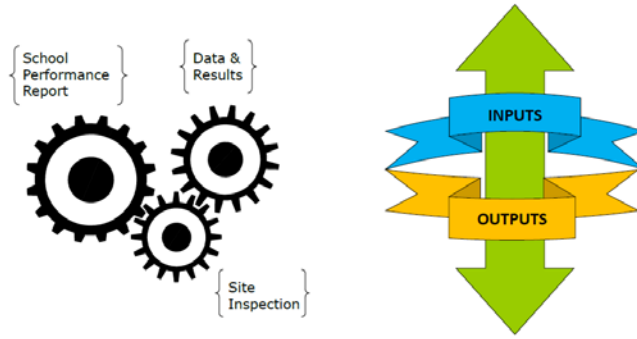


Figure 4. Source: CDE Downloadable Data Files

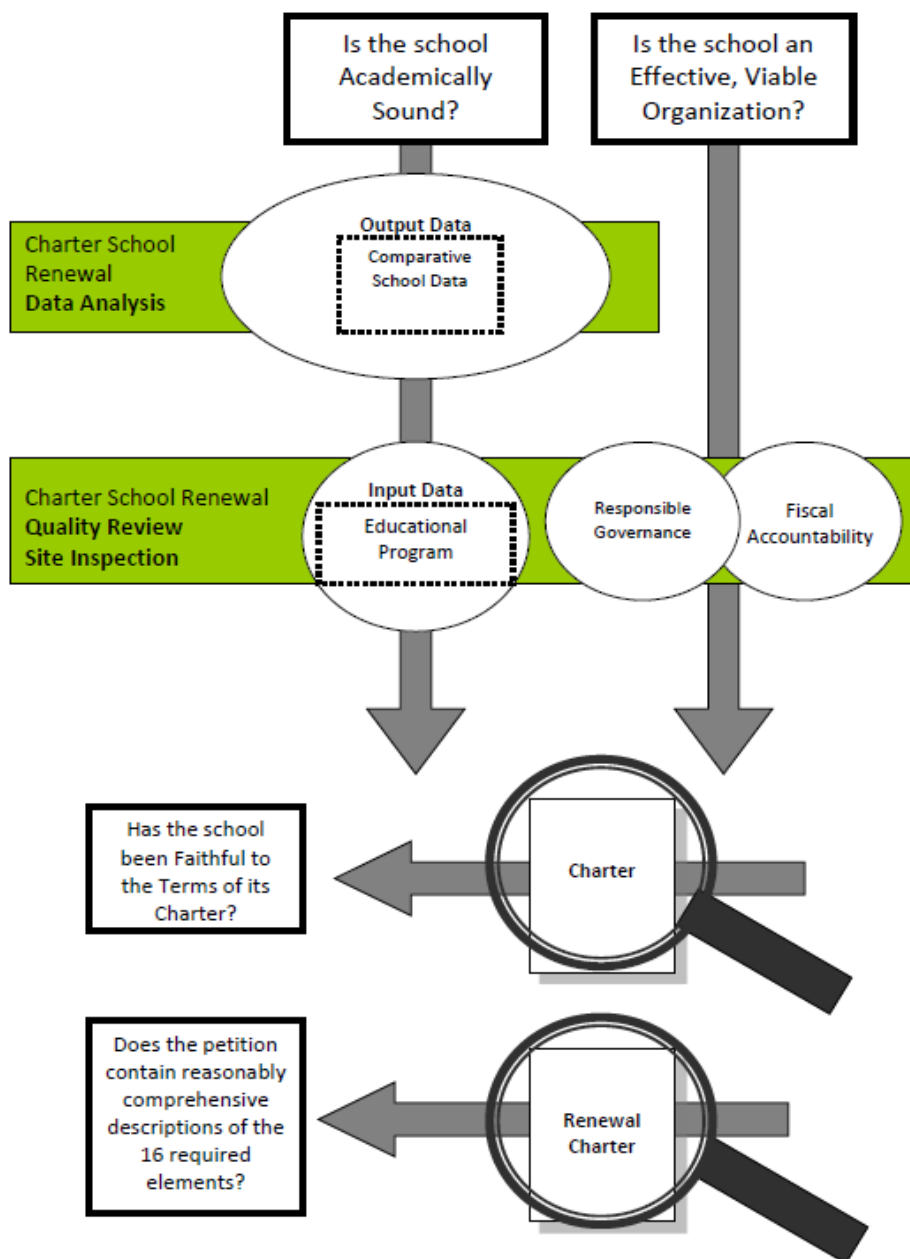
School	Distance	Walking Distance	Walking Time	API
Oakland School for the Arts	0	0	0	815
Envision Academy for Arts & Technology	0.280898	0.4	7	639
Oakland Charter High	0.41864	0.5	11	944
American Indian Public Charter School II	0.601068	0.8	16	959
KIPP Bridge Charter	0.635739	0.8	17	906
West Oakland Middle	0.635739	0.8	17	568
Westlake Middle	0.770196	0.9	19	685
McClymonds High	0.804944	1	21	505
Ralph J. Bunche High	0.984674	1	20	487

Table 4. Source: CDE Downloadable Data Files

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:



ANALYZING A CHARTER SCHOOL’S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



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 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 academically sound?

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

	Measurable Pupil Outcomes	Instrument	Target	2013-2014 Progress
1	ELA CST Performance	CST	ELA Proficient and above— 2010-2011: 55% 2011-2012: 60% 2012-2013: 65% 2013-2014: 70% 2014-2015: 75%	81.1% (2012-2013 data, most recent)
	Math CST Performance	CST	Math Proficient and above— 2010-2011: 20% 2011-2012: 25% 2012-2013: 30% 2013-2014: 35% 2014-2015: 40%	58.1% (2012-2013 data, most recent)
	Social Studies CST Performance	CST	Social Studies Proficient and above— 2010-2011: 45% 2011-2012: 50% 2012-2013: 55% 2013-2014: 60%	2012-2013: 77% (8 th grade) 69% (World History) 64% (US History)

			2014-2015: 65%	
	Science CST Performance	CST	Science Proficient and above— 2010-2011: 20% 2011-2012: 25% 2012-2013: 30% 2013-2014: 35% 2014-2015: 40%	2012-2013: 74% (8 th grade) 75% (Earth Science) 77% (10 th grade Life Science) 66% (Biology) 20% (Chemistry)
2	CAHSEE performance	CAHSEE	Percent of 10 th grade students passing— 2010-2011: 80% 2011-2012: 82% 2012-2013: 85% 2013-2014: 90% 2014-2015: 90%	99% in ELA, 91% in Math, 2013-2014
3	OSA will reduce its failure rate in Algebra to below 10% for the term of this charter. Current rate is above 20%.			17% of students did not pass Algebra 1 in 2013-2014
4	OSA will reduce its failure rate in 9th and 10th grade Language Arts to below 10% for the term of this charter. Current rate is above 20%.			9% of 9 th graders did not pass English 1 in 2013-2014 13% of 10th graders did not pass English in 2013-2014
5	Eligibility rates for high school will be above 80%; for middle school, above 90%.	Based on departmental guidelines, minimum 2.00 GPA,		MS – 99% HS – 94%
6	OSA will exceed 95% overall attendance for all grade levels during the term of this charter. 2008-2009 attendance rate was 93-94%.			95.09% for 2013-2014

7	OSA will promote 95% of its 8th graders into the OSA high school program. Students not eligible for promotion will be offered extensive services to address areas of need. (see Element H)			100% for 2013-2014
8	OSA will graduate 98% of its high school students. Students not eligible for graduation will be offered services to include tutoring, summer school, extended learning opportunities and summer school.			96% in 2013-2014 (We have one student completing requirements in the Fall and with her graduation, the % will be 98%)
9	OSA will continue to maintain a suspension rate of less than 2% on an annual basis.			2% Suspension rate for 2013-2014
10	90% of the OSA parent/guardian community will access the Power School grading program in a given quarter to ensure families are aware of student progress.			76.2% (for this current school year)

MPO Summary	Total
Met	6
Substantial Progress	2
Not Met	2
No Data	0

Substantial Progress Thresholds

In determining whether a MPO has “not been met,” *yet* there has been “substantial progress” towards fulfillment of the goal, the following was taken into consideration:

- 1) Was the MPO ambitious/rigorous?
If Yes then,
- 2) Did half of the grade levels or more, meet, or come within 5-10% of meeting, the goal?

2013 STAR Testing Performance Disaggregated By Student Demographics

The table and graphs below provide an overview of ELA and Math CST performance disaggregated by race, socioeconomic status, English Learner status, and students with disabilities. Groups considered statistically significant (i.e. 50 or more students) are highlighted in red as having not met the Adequate Yearly Progress (AYP) goals as set by the state of California, or green if the school has met the AYP goal.

2013 School Groups	ELA				Math			
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
Schoolwide	354	287	81.1%	Yes	353	205	58.1%	No
Black or African American	80	53	66.3%	Yes	84	30	35.7%	Yes
Hispanic or Latino	55	40	72.7%	No	56	29	51.8%	No
White	153	139	90.8%	Yes	149	103	69.1%	No
Two or more races	54	46	85.2%	Yes	52	36	69.2%	--
Socioeconomically Disadvantaged	51	32	62.7%	--	50	20	40.0%	--
Students with Disabilities	14	5	35.7%	--	16	3	18.8%	--

Table 5. Source: CDE Downloadable Data Files

OSA identified math as an area of growth that they have been focused on as they did not meet school wide AYP (see Table 5 above). An excerpt from the Performance Report submitted by the school states the following:

“Our most pressing need for improvement is in our success in Math. Although we have a high CAHSEE pass rate, we’ve historically had low scores for all of our upper level math classes through AP Calculus. Every year, we have been implementing new practices and new initiatives to improve in this area. Three years ago, we hired a full time math consultant to observe classes frequently and offer feedback to the math team. We implemented a new curriculum, CPM (College Preparatory Mathematics), in the Middle School and steadily expanded it to the High School level through Geometry. We are planning to expand to Pre-Calculus in the next year. We re-adjusted faculty teaching assignments and had a change in faculty this year. We brought in Nathan Alexander, an Education Professor and expert math teacher, to teach our High School Algebra 2 and Geometry classes, along with lead our department in Professional Development. Our Middle School Principal took on the role of being the math chair given her success in teaching Algebra 1. We hired a full time math tutor to support the High School math classes and funded tutors in the learning center. We are starting a parent advisory group for mathematics as well.”

CST At or Above Proficient 2013

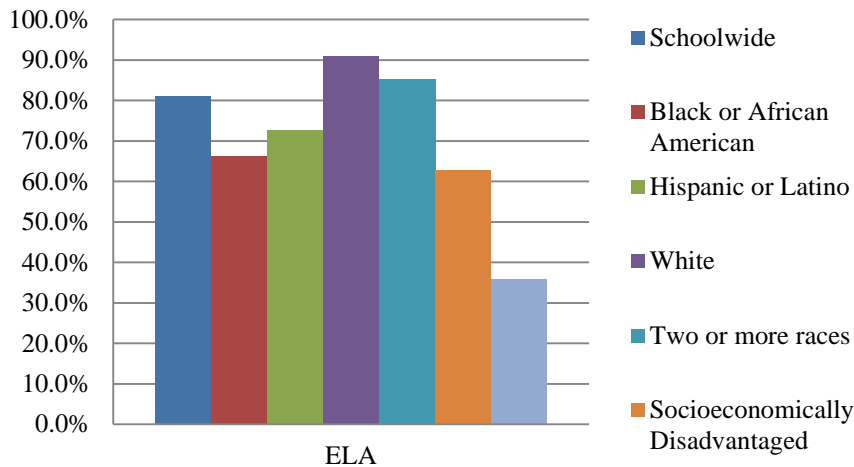


Figure 5. Source: CDE Downloadable Data Files

CST At or Above Proficient 2013

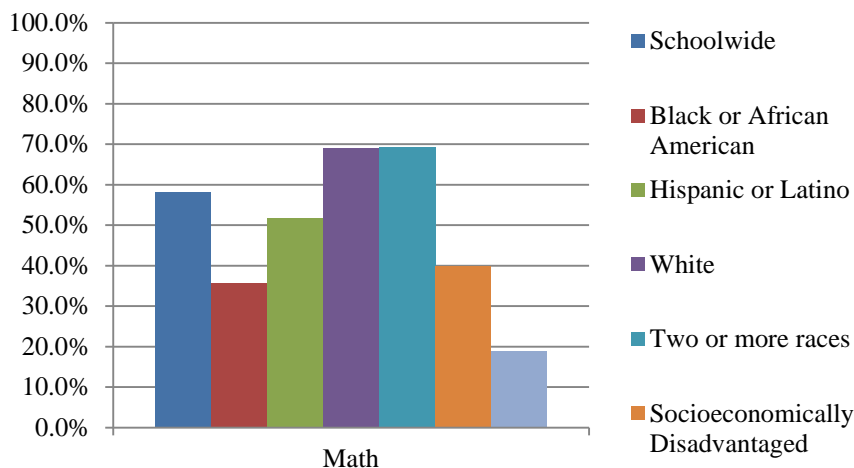


Figure 6. Source: CDE Downloadable Data Files

Both Figure 5 and 6 highlight an achievement gap that exists between White and Black students; this is most pronounced in Math. An excerpt from the Performance Report submitted by the school states the following:

“We do notice an achievement gap between our White and our African American students. Our approach at OSA has been to individualize our intervention strategy. We work hard to identify struggling students and guide them to our many supports that we offer. We have a Director of Academic Advising who oversees a team of professionals that run a variety of student support programs. These include our Intervention Specialist who runs our COST system (Coordination of Support Team), our 504 coordinators, our after school learning center chair, our Credit Recovery support person, and our academic counselors. This group meets every week to continue to build our RTI program.”

CST Performance Over Time

The table and graph below show that OSA has had a number of students scoring at or above proficient, with students consistently performing lower in math. The math deficiencies and remedies were a persistent theme in the Renewal Site Visit interviews across students, teachers, and site leadership focus groups. One student noted that "...the math programs, I find them frustratingly hard" due to the way the class is taught (Student Interview). The achievement gap in math was the first area of growth that teachers identified. They noted improvements in that for two years they have had "...the same curriculum from 6th grade through pre-calculus" and "...amazing professional development run by Nathan" (Teacher Interview). Site leadership also noted key curricular and professional development changes to the math program. The school has adopted the College Prep Program and now works in more collaborative settings with "increased student engagement versus just memorization" (Site Leadership Interview). They also noted that a math consultant was hired to provide support in targeting areas of curricular and instructional weakness.

There has also been an effort to connect academic subjects with the arts, and one such interdisciplinary effort is that the math department is working with the music department to connect fractions with music theory, for example (Teacher Interview).

CST At or Above Proficient Over Time

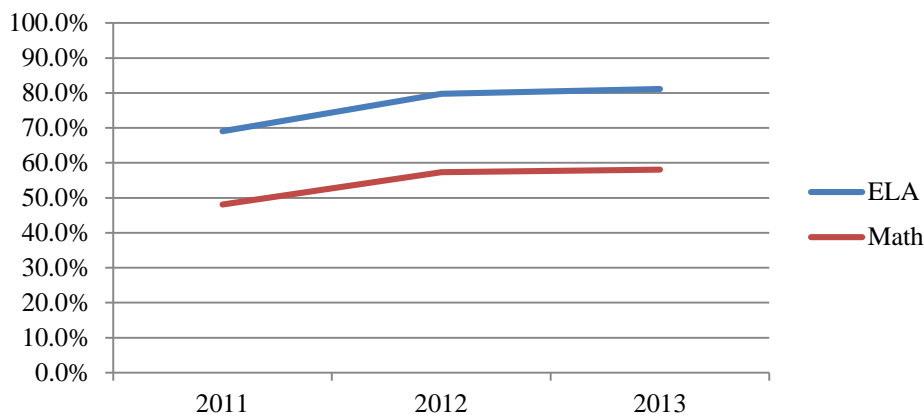


Figure 7. Source: CDE Downloadable Data Files

API Comparison Schools Data (Performance Over Time)

Two sets of comparison schools were selected to accommodate OSA's 6-12 grade configuration; a set of 6-8 schools and a set of 9-12 schools. Schools marked with one asterisk serve 5-8 and those marked with two asterisks serve 6-12. The comparison school sets were created by selecting schools with similar free and reduced lunch populations. **Being that OSA's FRLP is only 14.2%, there were no schools with such low numbers for comparison.** Typically four schools are selected that have a lower percentage and four are selected that have a higher percentage, but since there are no schools that have a lower free and reduced lunch population, only four schools were selected. The sets include both community and charter schools. Alternative education and continuation schools were excluded from consideration. The schools highlighted in red were excluded from the comparison group.

6-8 Schools		
School	% FRLP	API
Oakland School for the Arts	14.20%	837
Montera Middle	51.22%	789
Claremont Middle	61.61%	713
Edna Brewer Middle	70.01%	773
KIPP Bridge Charter*	70.87%	905

Table 6. Source: CDE Downloadable Data Files

9-12 Schools		
School	% FRLP	API
Oakland School for the Arts	14.20%	837
Gateway to College at Laney College	40.63%	--
Oakland Technical High	53.59%	737
Rudsdale Continuation	65.77%	515
Oakland Military Institute, College Prep**	71.21%	770
Bay Area Technology**	73.64%	710
MetWest High	74.47%	664

Table 7. Source: CDE Downloadable Data Files

The chart below provides an overview of the API scores of OSA and the comparison school set over time, with the last column representing the weighted average API score from 2010-2013. OSA's average API score is higher than all of the 9-12 comparison schools, and higher than all but one of the 6-8 comparison schools. OSA's API Score has consistently increased.

6-8 Schools Growth API				
School	2010-2011	2011-2012	2012-2013	Weighted Average
KIPP Bridge Charter*	911	901	905	906
Oakland School for the Arts	787	822	837	815
Montera Middle	809	809	789	802
Edna Brewer Middle	812	811	773	799
Claremont Middle	720	679	713	705

Table 8. Source: CDE Downloadable Data Files

9-12 Schools Growth API				
School	2010-2011	2011-2012	2012-2013	Weighted Average
Oakland School for the Arts	787	822	837	815
Oakland Military Institute, College Prep*	761	743	770	758
Oakland Technical High	707	723	737	723
Bay Area Technology*	696	757	710	723
MetWest High	546	575	664	592

Table 9. Source: CDE Downloadable Data Files

The tables below further break down CST performance over time by subject (ELA and Math) in relation to comparison schools' rates of achieving at or above grade level (proficient or advanced).

K-5 Schools % Proficient or Advanced ELA				
School	2010-2011	2011-2012	2012-2013	Average
Oakland School for the Arts	69.1%	79.8%	81.1%	76.7%
KIPP Bridge Charter*	75.0%	73.2%	70.7%	73.0%
Montera Middle	60.5%	63.3%	58.7%	60.8%
Edna Brewer Middle	60.3%	60.9%	57.7%	59.6%
Claremont Middle	45.7%	43.0%	46.1%	44.9%

Table 10. Source: CDE Downloadable Data Files

K-5 Schools % Proficient or Advanced Math				
School	2010-2011	2011-2012	2012-2013	Average
KIPP Bridge Charter*	81.5%	86.6%	85.2%	84.4%
Oakland School for the Arts	48.1%	57.3%	58.1%	54.5%
Edna Brewer Middle	54.4%	57.8%	36.4%	49.5%
Montera Middle	48.9%	48.5%	40.9%	46.1%
Claremont Middle	31.8%	25.8%	27.6%	28.4%

Table 11. Source: CDE Downloadable Data Files

9-12 Schools % Proficient or Advanced ELA					
School	2010-2011	2011-2012	2012-2013	Average	
Oakland School for the Arts	69.1%	79.8%	81.1%	76.7%	
Oakland Technical High	55.3%	57.5%	59.4%	57.4%	
Oakland Military Institute, College Prep*	51.6%	47.3%	46.5%	48.5%	
Bay Area Technology*	46.5%	47.4%	45.8%	46.6%	
MetWest High	29.4%	25.0%	57.1%	37.2%	

Table 12. Source: CDE Downloadable Data Files

9-12 Schools % Proficient or Advanced Math					
School	2010-2011	2011-2012	2012-2013	Average	
Oakland Technical High	52.6%	59.2%	59.7%	57.2%	
Oakland School for the Arts	48.1%	57.3%	58.1%	54.5%	
Oakland Military Institute, College Prep*	43.6%	45.4%	52.1%	47.0%	
Bay Area Technology*	40.9%	44.0%	44.9%	43.3%	
MetWest High	22.2%	36.7%	52.8%	37.2%	

Table 13. Source: CDE Downloadable Data Files

Financial Reporting Data:

OSA's ADA and enrollment has increased over the charter term and they are in good financial standing.

FY	P1 ADA	Cumulative Attendance %	P1 Enrollment in December	EFB per Audit - June 30
2010-11	563.77	93.83%	599	\$ 14,283,905.00
2011-12	579.59	93.60%	612	\$ 15,057,029.00
2012-13	548.96	94.26%	616	\$ 14,636,000.00
2013-14	644.56	95.09%	669	* \$ 16,155,424.00
2014-15	705.70	94.90%	741	** \$ 16,179,073.00

Data based on 3rd statistical, ending 11/14/14

Note:

- * Projected EFB based on 13/14 unaudited actuals; audit report not available until December 15, 2014
- ** Projected EFB based on 14/15 budget adoption data reported in June 2014

Renewal Approval Summary

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 11/29/14 and 11/30/14 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Parents and students have a high level of satisfaction with the school
- Robust arts program
- Positive school culture/environment

Challenges:

- Increasing the number of students of color, English Learners, and socioeconomically disadvantaged
- Eliminating the achievement gap experienced by African American students
- Lack of an internal assessment system and platform

Renewal Standard I:

Based on an analysis of Oakland School for the Arts' performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the "Performance Report" (Appendix I of petition) the school is deemed **academically sound** for the purposes of renewal.

The school has met or made substantial progress towards meeting some of its Measurable Pupil Outcomes identified in its charter.

Renewal Standard II: Is the school an effective, viable organization?

The effectiveness and viability of Oakland School for the Arts has been evaluated, in part, through a two-day Site Inspection conducted on 11/29/14 and 11/30/14 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Executive Director and Board provides effective support to the school in the following areas:
 - Governance
 - Fiscal Management/Budgeting
 - Human Resources/Staffing
 - Annual Survey of Parents

Challenges:

- None

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Oakland School for the Arts Fiscal Accountability and Governance over its 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
- In good standing with parents and within the community

Renewal Standard II:

Based on this analysis, Oakland School for the Arts is deemed an effective, viable organization for the purposes of charter renewal.

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

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

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

Staff has reviewed the school's records on file with the District and deemed that **Oakland School for the Arts** has sufficiently adhered to its proposed educational program, has sufficiently pursued its measurable pupil outcomes as stated in its charter, and has been compliant in all material aspects of its regulatory elements under its charter term.

Renewal Standard III:

Based on review of the school's records and performance, **Oakland School for the Arts** is deemed to have been **faithful to the terms of its charter.**

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

SIXTEEN ELEMENTS TABLE

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of the 16 elements related to a school’s operation. Please see the results of this analysis contained in the following table.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<i>Section I., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section II.D.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section II.E.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section III.A.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section III.C.1.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section III.B.2., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic balance	<i>Section III.B.1., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<i>Section III.B.1., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits	<i>Section III.D.1., bullet 7</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section III.B.2., bullet 2</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(J)
Manner for covering STRS, PERS, or Social Security	<i>Section III.C.3., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district	<i>Section III.B.2., Bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	<i>Section III.C.3., bullet</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(M)

	<i>4</i>			
Dispute resolution procedure for school-authorizer issues	<i>Section III.B.2., Bullet 4</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(N)
Statement regarding exclusive employer status of the school	<i>Section III.C.3., bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(O)
Procedures for school closure	<i>Section III.B.2., Bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(P)

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

Renewal Charter Term

Below is a summary of the plans presented in the new petition and performance report for Oakland School for the Arts.

Plans for Improvement

The school identified the following areas of growth and plans for improvement in the performance report:

1) Overall School Effectiveness Improvement Plans

- “ Based on our WASC findings last year, we have set three main priorities as a school:
Priority 1: CREATE A CULTURE OF COLLABORATION. OSA will take specific steps to build a school-wide culture that promotes collaboration and alignment. This will include collaborating within and beyond the school, strengthening both our internal processes and our relationships with our community partners. We will also create the conditions so that students are collaborating with staff and each other.

Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance.

Priority 3: EXPLORE STRATEGIC GROWTH AND DEVELOPMENT. OSA will convene task-specific teams and committees to explore the various components of growth, facility needs, technology, financing, Common Core implementation and new programming. These teams will lead OSA into its second decade.”

2) Student Achievement Improvement Plans

- “Three years ago, we hired a full time math consultant to observe classes frequently and offer feedback to the math team. We implemented a new curriculum, CPM (College Preparatory Mathematics), in the Middle School and steadily expanded it to the High School level through Geometry. We are planning to expand to Pre-Calculus in the next year. We re-adjusted faculty teaching assignments and had a change in faculty this year. We brought in Nathan Alexander, an Education Professor and expert math teacher, to teach our High School Algebra 2 and Geometry classes, along with lead our department in Professional Development. Our Middle School Principal took on the role of being the math chair given her success in teaching Algebra 1. We hired a full time math tutor to support the High School math classes and funded tutors in the learning center. We are starting a parent advisory group for mathematics as well.”

3) Use of Data Improvement Plans

- “Based on our WASC findings, teachers identified the following needs for improvement in assessments:
- Explore benchmark testing: Our academic and art chairs are currently collaborating on developing this with their respective faculties
- In the arts, use assessment to drive curriculum based on student progress on assessment – in the last 2 years, several art schools have developed new 7-year curricular models based on assessment results

- Develop an assessment system that gives clear information on students who are not meeting expected performance levels – the Academic support team under Ms. Hendrie is working on this system
- Develop a common core assessment system – English and Math chairs are developing this with their faculties
- Develop an ESLR assessment system – we are implementing a new senior project that will assess ESLR development”

4) Instructional Improvement Plans

- “Our most pressing need for improvement includes continuing to develop our approach to RTI. In order to address the achievement gap and the needs of struggling students, OSA is developing a more comprehensive intervention program. This program must effectively address the needs of students who come in to OSA with inadequate skills, preparation, or background knowledge to effectively access the curriculum and succeed in their academic endeavors.”
- “ We also want to improve in addressing the need of our high achieving learners and our mental health support systems. While we have been effective in identifying students who need support, OSA has not been entirely successful in setting a clear, comprehensive RTI model. To address this, we’ve adjusted the administrative structure to include Giselle Hendrie as our Director of Academic Advising and College Counseling, and we have implemented a partnership with Seneca. Ms. Hendrie has formed an academic support team that meets weekly to build a model for how we implement RTI.”

Revised Measurable Pupil Outcomes (MPOs)

The revised MPOs are in alignment with state priorities (LCFF) and the introduction of the new statewide standardized testing measurements (SBAC). *MPOs are missing any form of progress monitoring throughout the school year in the form of internal assessments or benchmarks.*

RECOMMENDATION:

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

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

This report recommends that the Oakland Unified School District Board of Education **approve** the charter renewal petition for **Oakland School for the Arts** for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2015 and expire on June 30, 2020. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

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

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

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA
ATTACHMENT II: CHARTER TEXT REVISIONS

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is *excellent*.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is *proficient*.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is *underdeveloped*.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is *inadequate*.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated *unsatisfactory* will require

significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is *unsatisfactory*.

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, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	3	<ul style="list-style-type: none"> • Have not identified SBAC goals, nor are there any standards aligned benchmarks to track progress towards internal assessment goals • Math/Science CST goals in prior charter term were not ambitious (Petition redline version pg. 10)
1.2	Provides a challenging and coherent curriculum for each individual student	Core (3) Arts (5)	<ul style="list-style-type: none"> • Low similar schools ranking ranging from 2-4 out of 10 • Achievement gap for African American students has not been alleviated • Student performance in arts classes was robust • All students are provided a niche with the diverse arts program offerings
1.3	Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students	Arts (5) Core (4)	<ul style="list-style-type: none"> • Lack of posted objectives in most classrooms leading to unclear learning objective/proving behavior for that day in some classes • Academic discourse showed evidence of student engagement • "A lot of the teachers here are motivating and care if you are doing well or doing bad" (Student Focus Group)

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	4	<ul style="list-style-type: none"> • Chromebook carts; committing to 2:1 chromebook to student ratio • Hired math consultant and purchased new math curriculum in response to low achievement
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	5	<ul style="list-style-type: none"> • Parents and students expressed feeling safe and encouraged; "no fear to be weird" (Student Focus Group) • Teacher to student interactions were positive
1.6	Productively engages parental and community involvement as a part of the school's student support system	5	<ul style="list-style-type: none"> • Parents are very active in school decision making • Strong Alliance of Parents and Teachers organization
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	4	<ul style="list-style-type: none"> • Arts are central to the daily schedule and after school programming • Some cross curricular connections in math/arts departments
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	4	<ul style="list-style-type: none"> • Teachers available in person, email and via text • Lack of a system to effectively track student assessment performance/lack of common assessments

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.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4	<ul style="list-style-type: none"> • Established the Alliance of Parents and Teachers
2.2	Consistently puts into practice the educational program outlined in its charter.	Core (3) Arts (5)	<ul style="list-style-type: none"> • 2/10 similar schools ranking • Diverse and multi-faceted arts programs
2.3	Generates and sustains a school culture conducive to staff professional growth	4	<ul style="list-style-type: none"> • In process of adopting a teacher evaluation system • Site visits to other schools • Common core training • Conference attendance
2.4	Actively monitors and evaluates the success of the school’s program	2	<ul style="list-style-type: none"> • Does not have a comprehensive or robust data system to track student progress against standards • No common assessments
2.5	Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer	3	<ul style="list-style-type: none"> • Leadership provides report at beginning of year to all stakeholders • Quarterly progress reports mailed home • Submits reports in a timely fashion to Office of Charter Schools
2.6	Treats all individuals with fairness, dignity and respect	5	<ul style="list-style-type: none"> • Students and families expressed enjoying coming to the school and interacting with staff
2.7	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	5	<ul style="list-style-type: none"> • Executive Director is very experienced in leading charter/arts schools and serves at the state level on advisory board

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	5	
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	2	<ul style="list-style-type: none"> • EL population is almost nonexistent (0.3%) • Declining African American population • Free and reduced lunch rate is less than 15%/much lower than all charter and community schools in the city • Nearly half of the student body does not reside in Oakland • Appointing a diversity chair and committee to monitor and implement recruitment programs to ensure a diverse enrollment (Redline pg 17) • Targeting Lafayette Elementary as part of recruitment strategy - residents of that attendance area will be given preferential treatment in admissions (Redline pg 17) • Required text revisions to address lack of racial/SES/EL diversity will be a preference to Oakland students, as well as a waiver of the letter of recommendation requirement
2.10	Engages community involvement in the school	4	<ul style="list-style-type: none"> • Community partnerships: California Shakespeare Company and Flight deck • Corporations who contribute to school (such as Kaiser and Clorox) provide internship opportunities • The musical this year is a community program

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.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	3	<ul style="list-style-type: none">• Lack of frequent/ongoing standards aligned assessments
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	2	<ul style="list-style-type: none">• No standardized benchmark assessments• No data system to collect information outside of PowerSchool used for state assessments
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	2	<ul style="list-style-type: none">• Lack of evidence considering there is a lack of data system by which to measure against
3.4	Uses student assessment results to improve curriculum and instruction	2	<ul style="list-style-type: none">• See 3.2
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	3	<ul style="list-style-type: none">• Needs-based budgeting• Used CST performance to change math program

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. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	5	<ul style="list-style-type: none"> • Students and families are clear on how to seek support for specific issues/areas of concern
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	5	
4.3	Seek input from impacted stakeholders	5	<ul style="list-style-type: none"> • Family and Teacher Org and parent surveys
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	2	<ul style="list-style-type: none"> • Lack of diversity related to SES/race/ELs • Audition requirement and letters of recommendation may be a barrier to enrollment
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	5	<ul style="list-style-type: none"> • Submits all reports in a timely manner
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	5	<ul style="list-style-type: none"> • All stakeholders express feeling safe and having multiple staff persons to address any problems that may arise
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	5	<ul style="list-style-type: none"> • Fulfills all audit requirements on time
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	5	<ul style="list-style-type: none"> • Executive and Artistic director has hire/fire rights over all staff (Board Focus Group)
4.9	Maintains effective and active control of the charter school	5	<ul style="list-style-type: none"> • Board is attuned to finance and performance of school
4.10	Abstains from any decision involving a potential or actual conflicts of interest	5	<ul style="list-style-type: none"> • Clear policy; no evidence of conflicts
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and	3	<ul style="list-style-type: none"> • The recruitment and audition process

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
	retention plan, and as defined by statute and regulation		need revisions to foster diversity and attracting students from Oakland
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	5	<ul style="list-style-type: none"> • Board reviews leadership performance • Board is provided periodic updates regarding school performance
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	3	<ul style="list-style-type: none"> • Lack of a robust assessment system does not allow for standards aligned progress monitoring
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	5	<ul style="list-style-type: none"> • Parents feel valued and consulted on what problems they need remedied

Criteria 5: Fiscal Accountability

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

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	5	<ul style="list-style-type: none"> • Procures facilities for expansion of programming
5.2	Conducts an annual financial audit which is made public	5	<ul style="list-style-type: none"> • Audits are submitted on time
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	<ul style="list-style-type: none"> • Leadership leverages resources to support the school
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	5	<ul style="list-style-type: none"> • Large investment in the arts is clear • Needs based budgeting used
5.5	Managing cash flow	5	<ul style="list-style-type: none"> • No cash flow issues
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	5	<ul style="list-style-type: none"> • ADA and enrollment increased during charter term

Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS –
OAKLAND SCHOOL FOR THE ARTS

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter (red-line and final copy) to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM on WEDNESDAY, APRIL 15, 2015**. **Please see the Required Text Revisions one-page document for full instructions.**

Charter Text	Text Reference	Revision
<u>Measurable Pupil Outcome</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), OAKLAND SCHOOL FOR THE ARTS shall include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.</i></p> <p><i>OAKLAND SCHOOL FOR THE ARTS pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”</i></p> <p><i>[OAKLAND SCHOOL FOR THE ARTS To insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“In accordance with SB 1290, OAKLAND SCHOOL FOR THE ARTS pupil outcomes will be set related to increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.</i></p> <p><i>OAKLAND SCHOOL FOR THE ARTS’S pupil outcomes, related to increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of</i></p>

		<p><i>paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”</i></p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p>
<u>Measurable Pupil Outcome</u>	Page ()	<p><u>“By June 30, 2016, and annually thereafter:</u> <u>“OAKLAND SCHOOL FOR THE ARTS shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</u></p> <ul style="list-style-type: none"> • <i>A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.</i> • <i>Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<p><i>By September 1, 2015, OAKLAND SCHOOL FOR THE ARTS shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</i></p>

<u>Measurable Pupil Outcome</u>	Page ()	<p><i>“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:</i></p> <ul style="list-style-type: none"> • <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i> • <i>The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.</i> • <i>The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”</i>
<u>Measurable Pupil Outcome</u>	Page ()	<i>Adoption of the Collective MPOs in the Spring of 2015 will be fulfilled.</i>
<u>Governance</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>Student Admissions Policies and Procedures</u>		<p><u>Add the following text:</u></p> <p><i>Preference to Oakland students will be provided and communicated during the recruitment and audition enrollment process.</i></p> <p><i>The letter of recommendation requirement will be waived for those students unable to secure such letters. This will be communicated during the recruitment process.</i></p>
<u>Student Admissions Policies and Procedures</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or</i></p>

		<p><i>ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, OAKLAND SCHOOL FOR THE ARTS will notify the District in writing of the application deadline and proposed lottery date. OAKLAND SCHOOL FOR THE ARTS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>
<u>Student Admissions Policies and Procedures</u>		<p><u>Add the following text and remove any text to the contrary:</u> <i>“Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.”</i></p>
<u>Public Records</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including OAKLAND SCHOOL FOR THE ARTS to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at OAKLAND SCHOOL FOR THE ARTS and of the District. OAKLAND SCHOOL FOR THE ARTS further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that OAKLAND SCHOOL FOR THE ARTS does not have that OAKLAND SCHOOL FOR THE ARTS needs in order to meet its obligations, the District shall provide the same to OAKLAND SCHOOL FOR THE ARTS in a reasonably timely manner upon request.”</i></p>
<u>Reporting and Accountability</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If OAKLAND SCHOOL FOR THE ARTS does not test (i.e., STAR) with the District, OAKLAND SCHOOL FOR THE ARTS hereby grants authority to the State of California to</i></p>

		<p><i>provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i></p>
<u>External Reporting</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i></p>
<u>Governance Structure of the School</u>	Pages ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. OAKLAND SCHOOL FOR THE ARTS acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of, OAKLAND SCHOOL FOR THE ARTS it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by OAKLAND SCHOOL FOR THE ARTS by law or charter provisions.”</i></p>
<u>Governance Structure</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of OAKLAND SCHOOL FOR THE ARTS ‘s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>OAKLAND SCHOOL FOR THE ARTS and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<u>Addressing Parent Complaints</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>OAKLAND SCHOOL FOR THE ARTS will establish</i></p>

		<p><i>complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. OAKLAND SCHOOL FOR THE ARTS will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>OAKLAND SCHOOL FOR THE ARTS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with OAKLAND SCHOOL FOR THE ARTS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. OAKLAND SCHOOL FOR THE ARTS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>OAKLAND SCHOOL FOR THE ARTS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</i></p> <p><i>OAKLAND SCHOOL FOR THE ARTS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.”</i></p>
<p><u>Health and Safety Procedures</u></p>	<p>Page()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS shall occupy</i></p>

		<p><i>facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<p><u>Dispute Resolutions Procedures</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of OAKLAND SCHOOL FOR THE ARTS agree to attempt to resolve all disputes between the District and OAKLAND SCHOOL FOR THE ARTS regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and , OAKLAND SCHOOL FOR THE ARTS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: OAKLAND SCHOOL FOR THE ARTS</i></p> <p><i>To Director, Office of Charter Schools: Educational Center at Tilden</i></p>

4551 Steele Street, Room 9
Oakland, California 94619

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Suspension and Expulsion

Pages ()

Add the following text and remove any text to the contrary:

“OAKLAND SCHOOL FOR THE ARTS shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves OAKLAND SCHOOL FOR THE ARTS without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. OAKLAND SCHOOL FOR THE ARTS shall, upon request, provide that school district

		<p><i>with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”</i></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Charter School under its disciplinary procedure, as an “expulsion” under the Education Code.”</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>	<p>Pages ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, OAKLAND SCHOOL FOR THE ARTS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”</i></p>
<p><u>Independent Fiscal Audits</u></p>	<p>Page ()</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that OAKLAND SCHOOL FOR THE ARTS is a recipient of federal funds, including federal Title I, Part A funds, OAKLAND SCHOOL FOR THE ARTS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. OAKLAND SCHOOL FOR THE ARTS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p>

		<ul style="list-style-type: none"> • <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>OAKLAND SCHOOL FOR THE ARTS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<u>Facilities</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If OAKLAND SCHOOL FOR THE ARTS fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If OAKLAND SCHOOL FOR THE ARTS moves or expands to another facility during the term of this charter, OAKLAND SCHOOL FOR THE ARTS shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. OAKLAND SCHOOL FOR THE ARTS shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</i></p>
<u>District Fee for Oversight</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p>

		<p><i>“The District may charge for the actual costs of supervisory oversight of OAKLAND SCHOOL FOR THE ARTS not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if OAKLAND SCHOOL FOR THE ARTS is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of OAKLAND SCHOOL FOR THE ARTS in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</i></p>
<u>Impact on Charter Authorizer</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<u>Impact on Charter Authorizer</u>	Page ()	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“OAKLAND SCHOOL FOR THE ARTS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p>

- *OAKLAND SCHOOL FOR THE ARTS is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of OAKLAND SCHOOL FOR THE ARTS*
- *The District is authorized to revoke this charter for, among other reasons, the failure of OAKLAND SCHOOL FOR THE ARTS to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit OAKLAND SCHOOL FOR THE ARTS books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

OAKLAND SCHOOL FOR THE ARTS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to OAKLAND SCHOOL FOR THE ARTS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to OAKLAND SCHOOL FOR THE ARTS operations is

		<p><i>received by the District, the OAKLAND SCHOOL FOR THE ARTS shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by OAKLAND SCHOOL FOR THE ARTS by law or charter provisions.”</i></p>
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