



TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent  
Philip Dotson, Acting Coordinator;  
Office of Charter Schools

DATE: January 23, 2013

RE: Aspire Golden State College Preparatory Academy  
Charter Renewal Request

Legislative File  
File ID No.: 12-3015  
Introduction Date: 11/14/2012  
Enactment No.: 13-0230  
Enactment Date: Jan 23, 2013  
By: [Signature]

Certified:

[Signature]  
Edgar Rakestraw, Jr., Secretary  
Board of Education

**ACTION REQUESTED:**

**Approve with conditions** the Aspire Golden State College Preparatory Academy charter renewal, **as revised, to include the terms and conditions enumerated in this report**, 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. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions, and deadlines below.

**BACKGROUND:**

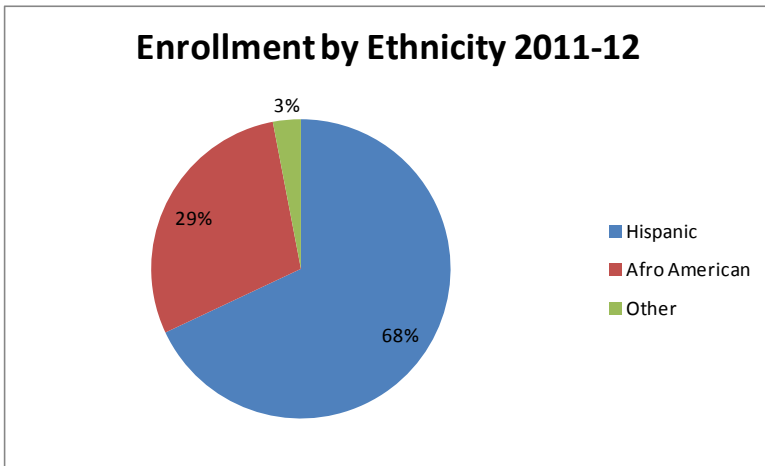
**I. School Description and Key Program Elements:**

Opening Year	2008	Grades	6-12
Term Approval	Five Years	Attendance Area	Castlemont
Renewal Date	6/30/2013	Board District	6
Renewal Term	First	Funding	Direct Funded
CMO School	Yes	Program Improvement	No

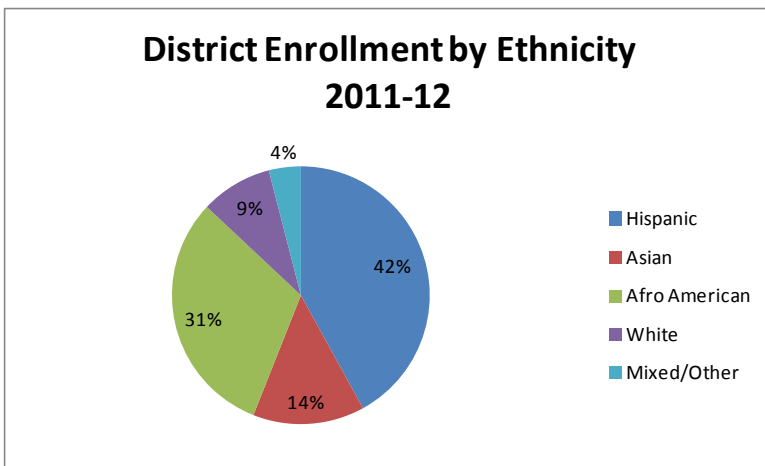
The following table describes the school's enrollment growth and projection:

YEAR	2008-09	2009-10	2010-11	2011-12	2012-13
GRADES	6-11	6-12	6-12	6-12	6-12
ENROLL	230	270	320	385	485

The school's enrollment demographics are as follows (CDE data):



The district's enrollment demographics are as follows (CDE data):



	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Free &amp; Reduced Lunch *</b>	66%	88%	87%	92%	80%
<b>Special Education</b>	7%	5%	4%	9%	7%
<b>English Language Learners</b>	29%	37%	21%	27%	24%

\*NOTE: Schools have reported the free & reduced lunch percentages upon request, which are reported here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix. Schools have also reported Special Education and English Language Learners as part of the Renewal Performance Report.

The District's current special populations as a percent of enrollment are approximately (District and CDE data):

Oakland Unified School District	2012-13
<b>Free &amp; Reduced Lunch</b>	<b>70%</b>
<b>Special Education</b>	<b>12%</b>
<b>English Language Learners</b>	<b>30%</b>

## **Program Summary:**

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

“Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 34 different campuses in various school districts throughout the state of California. Aspire is a California non-profit 501(c)(3) public benefit corporation and its mission includes the following:

- To increase the academic performance of underserved students
- To develop effective educators
- To share successful practices with forward-thinking educators
- To catalyze change in public schools

The School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The School will strive to ensure that students are prepared for college and for the 21<sup>st</sup> Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.”

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

“Aspire schools are small with approximately 70 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for our secondary schools (6-12) is between 420 and 600 students.
- *Smaller Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 29:1 ratio in grades four through twelve. Also, students in the 6<sup>th</sup> through 12<sup>th</sup> grade spend part of each day in advisory sessions with a student-teacher ratio of approximately 17:1.
- *Advisory Groups:* Beginning in the 6<sup>th</sup> grade, each student is assigned to an advisory group of approximately 17 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between the school and the students’ other communities (e.g. family, work, clubs, social service agencies). The same group stays together through graduation, and provides a support structure for students.

## Learning Time

Aspire provides 15% more learning time for students, and uses time more effectively during the year and day to maximize in-depth learning.

## Longer school day

Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.

## Longer school year

Aspire schools provide approximately 186 to 190 days of instruction, which is about 11 more days than traditional public schools. Some of these additional days are on Saturday, when parents can attend class with their children.

## Modified Traditional Calendar

*Modified Traditional Calendar:* After its first year of operation, the school uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

## Teaching Methods

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.
- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.

- *Project-based Learning:* In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the “habits of mind” necessary for success in college and the world beyond, such as perseverance, responsibility, and time management.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- *Authentic experiences:* In the early elementary grades at Aspire schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire schools, students focus on “reading to learn,” through reciprocal teaching, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.
- *Distance Learning:* In grades 11 and 12, students may elect to take some specialized coursework online, through colleges and universities.”

**NOTE:** The information above for the mission and program’s distinguishing features was excerpted from the charter petition submitted by Aspire Golden State.

**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.]

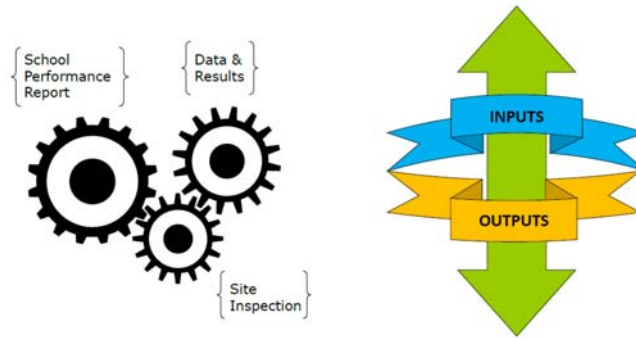
## II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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.

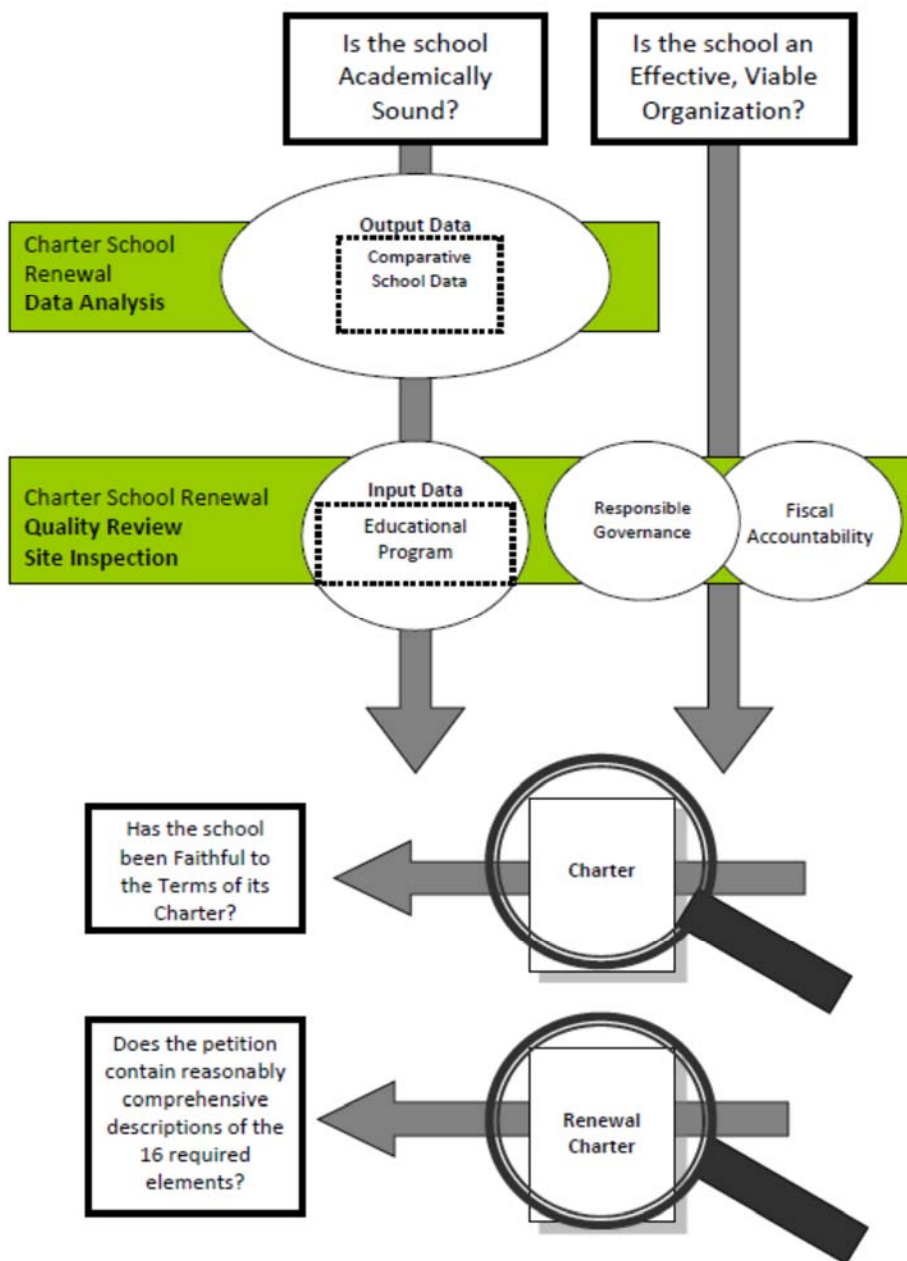
GOLDEN STATE PREP: SB 1137 CRITERIA FOR RENEWAL	Y/N
<b>1. API Growth Target:</b>	
Did school attain API Growth Target in prior year?	N
Did school attain API Growth Target in two of last three years?	N
Did school attain API Growth Target in the aggregate of the prior three years?	Y
<b>2. API Rank:</b>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

\* State has not released API Rank and API Similar School Rank for 2011/12 as of January, 23, 2013, therefore the 2010/11 school year was used.

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:**





## CONDITIONAL APPROVAL RATIONALE

Conditional approval, set forth here, **establishes clear benchmarks for performance that must be achieved** by the charter school during the next charter term in order to ensure faithfulness to the terms of the charter; to support efforts towards future charter renewal; and to avoid possible revocation of this charter pursuant to charter school law, which states that a charter may be revoked if it is determined that the school has failed to meet or pursue any of the pupil outcomes identified in the charter. Education Code §47607(c)(2).

**The recommendation of a conditional approval for charter renewal of ASPIRE GOLDEN STATE ACADEMY is applied here with great consideration and deliberation.**

**Charter law provides for the non-renewal of a charter school if:**

- The school presents an “unsound educational program”: Staff has **not** concluded that the school presents an unsound educational program.
- The school operators are “demonstrably unlikely” to successfully implement their program: Staff has **not** concluded that the school operators are demonstrably unlikely to successfully implement their program, but that certain practices undermine the effectiveness of implementation
- The school program set forth in the charter petition does not contain “reasonably comprehensive” descriptions of the program: Staff has **not** concluded that the program set forth by the school in its charter does not contain reasonably comprehensive descriptions.

**However**, a recommendation for unconditional renewal at this time would ignore evidence of poor past performance in the realms of student achievement that has put the school, and its students, at risk. Although some corrective steps have been taken, conditions on renewal will ensure that the school continues to progress toward becoming a fully effective and viable organization.

## SUMMARY OF EVIDENCE IN SUPPORT OF CONDITIONAL APPROVAL RECOMMENDATION

### Improving Student Achievement

- As a whole, the school’s students have progressed by standardized measures, with a current API of 699.
- Parents in the school report by and large that the school is having a positive impact on their children academically, as well as expressing satisfaction in the school’s mission.

### Strong Leadership

- The governing board recognized the need to provide additional administrative support for the site administrator.
- Professional development has become more focused and effective.

### Continuous Improvement

- Aspire provides ongoing professional development and support.
- Analysis of student performance data has improved with the use of analytical tools. Data is being more effectively used by classroom teachers.

### Responsible Governance

- The board has begun a strategic planning process to address long-term sustainability issues.
- Additional policies and procedures are in development.
- Parent leadership has been restructured to better engage parents in governance and efforts to support the school program.



## Financial Accountability

- The school has recovered from past deficit spending and cash flow challenges; it now maintains an adequate reserve.

### CONDITIONS TO BE ESTABLISHED AS TERMS OF THE CHARTER

The charter sets forth Measurable Pupil Outcomes (MPOs) defined by the school, to which the school proposes to be held accountable. The pupil outcomes are supplemented by the conditions set forth below with respect to these outcomes as a condition of charter renewal. **In addition, the conditions below are to be incorporated as terms of the charter upon approval.**

**TABLE I: CONDITIONS**

<b>Outcome/Condition</b>	<b>Deadline</b>
Aspire Home Office has identified Golden State Preparatory Academy as a “focus school”. Documentation addressing the future plans for remedying the school’s status as a “focus school” will be provided to the District for quality review.	August 1, 2013
The school will revise its Measureable Pupil Outcomes to address the challenge of meeting less than one third of its goals. The new Measureable Pupil Outcomes will be submitted to the District for review.	April 1, 2013

**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 its charter.

Measurable Pupil Outcomes	Instrument	Target	2010-2011 Progress	2011-2012 Progress																																																								
1 Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (4-8)	2x a year <u>Proficiency Goal</u> 4 <sup>th</sup> – Level 40 5 <sup>th</sup> – Level 50 7 <sup>th</sup> – Level 70 8 <sup>th</sup> – Level 80 <u>Annual Goal</u> 08-09 60%* 09-10 65%* 10-11 70%* 11-12 75%* 12-13 80%*	Aspire Millsmont Academy Secondary did not administer the DRA to students in 6 <sup>th</sup> -8 <sup>th</sup> grade. Intervention eligibility was determined by using the SRI test used for the Read 180 program. All eligible students have been in a specialized Read 180 class since September. SRI tests are done quarterly to measure growth. SRI data is available upon request.	2011-12 SRI Results <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>33%</td> <td>NA</td> </tr> <tr> <td>7th</td> <td>57%</td> <td>NA</td> </tr> <tr> <td>8th</td> <td>39%</td> <td>NA</td> </tr> </tbody> </table>	Grade	Fall	Spring	6th	33%	NA	7th	57%	NA	8th	39%	NA																																												
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1 5	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	California Standards Test (8 <sup>th</sup> Grade, subject specific)	1x a year <u>Proficiency Goal</u> <u>Proficiency Annual Goal</u> 08-09 40%* 09-10 50%* 10-11 55%* 11-12 60%* 12-13 65%*	<p>2009-2010 Science CST Results</p> <table border="1" data-bbox="817 792 1309 954"> <thead> <tr><th></th><th>% Proficient/ Advanced</th></tr> </thead> <tbody> <tr><td>8<sup>th</sup> Grade</td><td>29%</td></tr> <tr><td>Chemistry</td><td>4%</td></tr> <tr><td>Physics</td><td>13%</td></tr> <tr><td>10<sup>th</sup> Grade Life Science</td><td>28%</td></tr> <tr><td>Total</td><td>18.5%</td></tr> </tbody> </table> <p>2010-2011 8<sup>th</sup> Grade Science CST Results</p> <table border="1" data-bbox="817 1008 1309 1170"> <thead> <tr><th></th><th>% Proficient/ Advanced</th></tr> </thead> <tbody> <tr><td>8<sup>th</sup> Grade</td><td></td></tr> <tr><td>Chemistry</td><td></td></tr> <tr><td>Physics</td><td></td></tr> <tr><td>10<sup>th</sup> Grade Life Science</td><td></td></tr> <tr><td>Total</td><td></td></tr> </tbody> </table>		% Proficient/ Advanced	8 <sup>th</sup> Grade	29%	Chemistry	4%	Physics	13%	10 <sup>th</sup> Grade Life Science	28%	Total	18.5%		% Proficient/ Advanced	8 <sup>th</sup> Grade		Chemistry		Physics		10 <sup>th</sup> Grade Life Science		Total		<p>2010-11 Science CST Results</p> <table border="1" data-bbox="1502 816 1870 979"> <thead> <tr><th></th><th>% Proficient/Advanced</th></tr> </thead> <tbody> <tr><td>8<sup>th</sup> Grade</td><td>30%</td></tr> <tr><td>Chemistry</td><td>2%</td></tr> <tr><td>Biology</td><td>48%</td></tr> <tr><td>10<sup>th</sup> Grade Life Science</td><td>53%</td></tr> </tbody> </table>		% Proficient/Advanced	8 <sup>th</sup> Grade	30%	Chemistry	2%	Biology	48%	10 <sup>th</sup> Grade Life Science	53%
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1 6	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	End of Unit Assessments (see Humanities units)	One per unit <u>Proficiency Goal</u> Master based on unit specific rubric/assessment test <u>Annual Goal</u> 08-09 75%* 09-10 80%* 10-11 85%* 11-12 90%* 12-13 90%*	Students enrolled in a high school social science course take a corresponding interim assessment for that course. Shown here is the data for the Social Science Interims and Pre-CST exams. As 9 <sup>th</sup> grade students are not enrolled in a social science course, no exam was given.  2010-2011 Class Averages for Social Science Pre-CST <table border="1" data-bbox="819 253 1459 386"> <thead> <tr> <th>Grade</th> <th>Average % correct on Fall Interim</th> <th>Average % correct on Winter Interim</th> <th>Average % correct on Pre-CST</th> </tr> </thead> <tbody> <tr> <td>10<sup>th</sup></td> <td>43%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>11<sup>th</sup></td> <td>30%</td> <td>33%</td> <td>63%</td> </tr> </tbody> </table>	Grade	Average % correct on Fall Interim	Average % correct on Winter Interim	Average % correct on Pre-CST	10 <sup>th</sup>	43%	42%	38%	11 <sup>th</sup>	30%	33%	63%	Students enrolled in a high school social science course take a corresponding interim assessment for that course. Shown here is the data for the Social Science Interims and Pre-CST exams. As 9 <sup>th</sup> grade students are not enrolled in a social science course, no exam was given.  2011-2012 Class Averages for Interim Exams <table border="1" data-bbox="1502 253 2142 415"> <thead> <tr> <th>Grade</th> <th>Average % correct on Fall Interim</th> <th>Average % correct on Winter Interim</th> <th>Average % correct on Pre-CST</th> </tr> </thead> <tbody> <tr> <td>10<sup>th</sup> World History</td> <td>40%</td> <td>45%</td> <td>N/A</td> </tr> <tr> <td>11<sup>th</sup> US History</td> <td>34%</td> <td>55%</td> <td>55%</td> </tr> </tbody> </table>	Grade	Average % correct on Fall Interim	Average % correct on Winter Interim	Average % correct on Pre-CST	10 <sup>th</sup> World History	40%	45%	N/A	11 <sup>th</sup> US History	34%	55%	55%								
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19	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Attendance rate	<u>Monthly Proficiency Goal</u> 95% attendance <u>Annual Goal</u> 08-09 95%* 09-10 95%* 10-11 95%* 11-12 95%* 12-13 95%*	Attendance Rate for 2010-2011 School Year: <table border="1" data-bbox="817 126 1282 180"> <tr> <td>P1</td> <td>94.69% ADA</td> </tr> <tr> <td>P2</td> <td>94.36% ADA</td> </tr> </table>	P1	94.69% ADA	P2	94.36% ADA	Attendance Rate for the 2011-12 School Year <table border="1" data-bbox="1502 147 1927 201"> <tr> <td>P1</td> <td>95.32% ADA</td> </tr> <tr> <td>P2</td> <td>95.29% ADA</td> </tr> </table>	P1	95.32% ADA	P2	95.29% ADA
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20	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Students participating in co/extra curricular activities	<u>Annually Proficiency Goal</u> 95% of the school is involved <u>Annual Goal</u> 08-09 75%* 09-10 80%* 10-11 85%* 11-12 90%* 12-13 95%*	<ul style="list-style-type: none"> <li>Students have the opportunity to participate in several different extra-curricular activities. Examples of these activities are:              High School Boys and Girls Basketball              High School Boys and Girls Soccer              Girls Volleyball              Co-ed Cross Country              Student Council              After School Program              Debate Club              Guitar Club</li> </ul>	Students have opportunities to develop their personal qualities through a variety of Enrichments (during & After School) as well as extra-curricular activities. Examples of Enrichments include: <table border="1" data-bbox="1502 464 2214 724"> <tr> <td>Alternative Cinema Basketball Board Games Card Games Choir Crazy Science Dodge Ball</td> <td>Ipads Leadership Mind Games Nail Art Needlework Percussion Pop Dance Salsa Dance Garden Club</td> <td>Soccer Toothpick Construction T-Shirt Design Ultimate Frisbee Volleyball Yoga Drama Club</td> <td>Pool and Billards Arts and Crafts Movie Time Video games Glee Club Open Computer Lab</td> </tr> </table> This year we had the following Extra-curricular activities: <ul style="list-style-type: none"> <li>High School Boys and Girls Basketball</li> <li>Girls Volleyball</li> <li>Student Council</li> </ul>	Alternative Cinema Basketball Board Games Card Games Choir Crazy Science Dodge Ball	Ipads Leadership Mind Games Nail Art Needlework Percussion Pop Dance Salsa Dance Garden Club	Soccer Toothpick Construction T-Shirt Design Ultimate Frisbee Volleyball Yoga Drama Club	Pool and Billards Arts and Crafts Movie Time Video games Glee Club Open Computer Lab				
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21	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Graduation rate	<u>Proficiency Goal</u> 100% graduation <u>Annual Goal (% of students)</u> 08-09 N/A 09-10 N/A 10-11 90% 11-12 95% 12-13 100%	<ul style="list-style-type: none"> <li>Aspire Millsmont Academy Secondary will be graduating its first senior class this June. Of the eleven students enrolled as seniors, 100% are on track to graduate and 100% have been accepted to at least two four year universities.</li> </ul>	Aspire Golden State Prep will graduate eleven students in June. 92% are on track to graduate and 92% have been accepted into four-year universities as of 4/30/2012.								

\*average of all grades

**Staff Assessment of Measureable Pupil Outcomes**

<b>Measurable Pupil Outcome</b>	<b>Assessment</b>	<b>Comments</b>
1.) Student ELA communication skills	Did not meet	Changed assessment methods and no results reported for 2011/12
2.) Student ELA communication skills	Did not meet	Results below goal set
3.) Student ELA communication skills	Did not meet	Results below goal set for all grades expect 9 <sup>th</sup> grade
4.) Student ELA communication skills	Did not meet	Results below goal set for all grades expect 11 <sup>th</sup> grade
5.) Student ELA communication skills	Did not meet	Results below goal set
6.) Student ELA communication skills	Did not meet	Results below goal set
7.) Student ELA communication skills	Did not meet	Results below goal set
8.) Student Math skills	Did not meet	Results below goal set
9.) Student Math skills	Did not meet	Results below goal set
10.) Student Math skills	Did not meet	Results below goal set
11.) Student Math skills	Did not meet	Results below goal set
12.) Student Math skills	Did not meet	Results below goal set
13.) Student Science skills	Did not meet	Results below goal set
14.) Student Science skills	Substantial progress made	50% of the grades met goal set
15.) Student Science skills	Did not meet	Results below goal set
16.) Student Social Science skills	Did not meet	Results below goal set
17.) Student Social Science skills	Did not meet	Results below goal set
18.) Student Social Science skills	Did not meet	Results below goal set
19.) Student Life skills	Met	
20.) Student Life skills	Did not meet	Unable to report results
21.) Student Life skills	Substantial progress made	92% of graduates were accepted to 4 year college

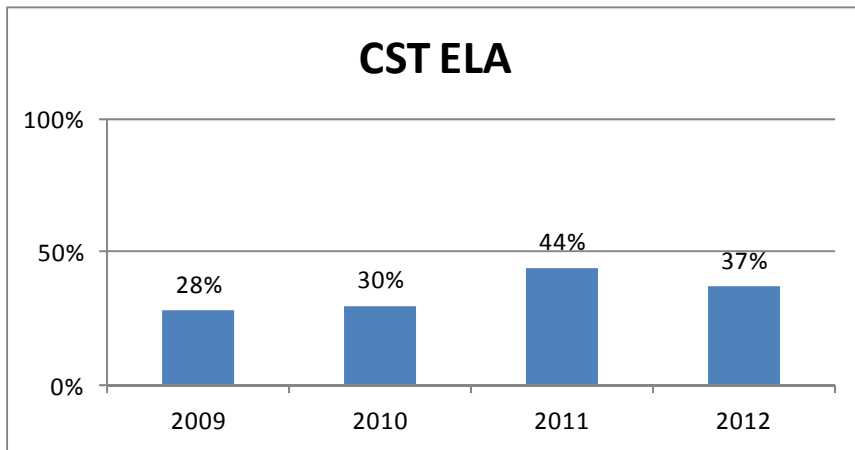
**Note:**

Revision of future Measureable Pupil Outcomes is requested in the conditions section of this report.

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

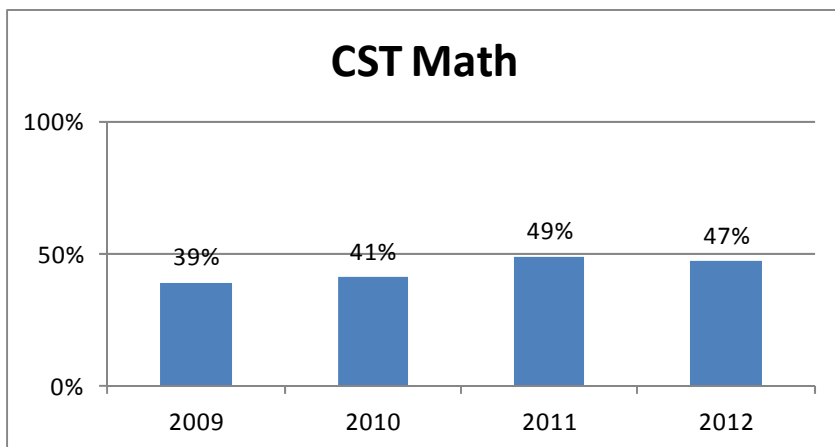
### CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2009	28%
2010	30%
2011	44%
2012	37%



### CST Mathematics (Performance Over Time)

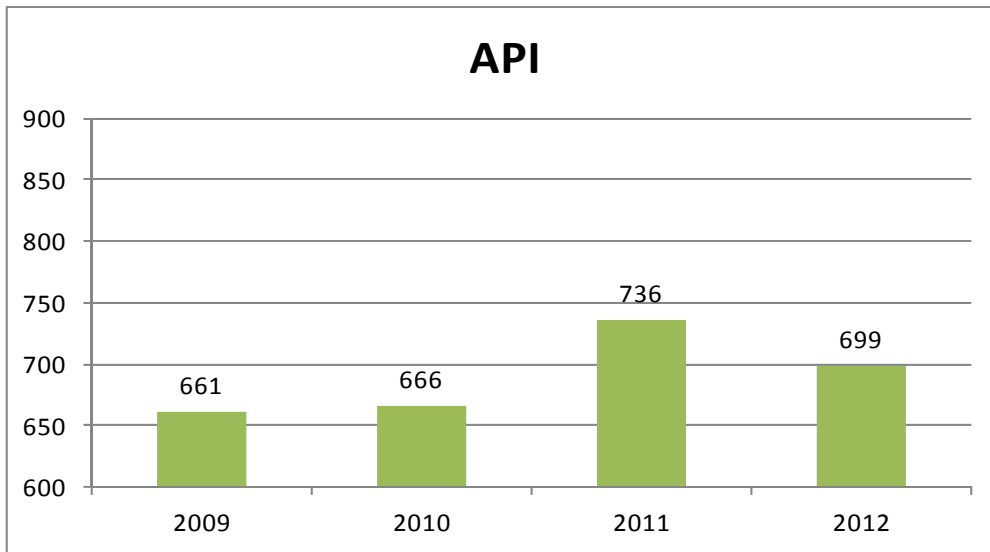
YEAR	Prof./Adv.
2009	39%
2010	41%
2011	49%
2012	47%



**API (Performance Over Time)**

YEAR	API	RANK	SIMILAR
2009	661	2	7
2010	666	1	6
2011	736	4	9
2012	699	*	*
GROWTH	38 points		

\* State has not released API Rank and API Similar School Rank for 2011/12 as January, 23, 2013.



**2011-2012 API GROUP DATA**

	API Score
<b>Schoolwide</b>	
Black or African American	721
Hispanic or Latino	690
Socioeconomically Disadvantaged	688
English Learners	648

**AYP (Performance Over Time)**

	2009	2010	2011	2012
<b>AYP Met?</b>	<b>Y</b>	<b>N</b>	<b>N</b>	<b>N</b>
<b>AMO's</b>	<b>100%</b>	<b>46%</b>	<b>67%</b>	<b>53%</b>

**2011-2012 Percent Proficient-Annual Measurable Objectives (AMOs)**

<u>GROUPS</u>	<b>English-Language Arts</b>			<b>Mathematics</b>		
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>
<b>Schoolwide</b>	172	69	40.1	172	78	45.3
Black or African American	102	37	36.3	102	50	49.0
Hispanic or Latino	65	30	46.2	65	25	38.5
Socioeconomically Disadvantaged	141	58	41.1	141	61	43.3
English Learners	56	26	46.4	56	22	39.3



## Comparison Analysis

Comparison Measure: **API**

➤ **Similar Grades Served: 6-8, 6-12, 9-12**



### OAKLAND CHARTER SCHOOLS

		2009	2010	2011	2012
American Indian Public Charter School II	6-8	933	974	990	981
Oakland Charter High	9-12	955	961	938	956
American Indian Public High	9-12	946	976	964	928
Oakland Charter Academy	6-8	943	953	933	867
Aspire Lionel Wilson College Preparatory Academy	6-12	792	797	806	827
Bay Area Technology	6-12	658	674	696	759
Lighthouse Community Charter High	9-12	726	758	794	758
Oakland Military Institute, College Prep	9-12	708	728	762	743
East Oakland Leadership Academy High	9-12	657	633	593	730
Oakland Unity High	9-12	677	698	735	705
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>661</b>	<b>666</b>	<b>736</b>	<b>699</b>
LPS College Park	9-12	554	617	605	688
ARISE High	9-12	507	484	569	554

### OUSD DISTRICT SCHOOLS

		2009	2010	2011	2012
Edna Brewer Middle	6-8	822	824	812	810
Montera Middle	6-8	814	830	809	809
Urban Promise Academy	6-8	694	734	748	761
Madison Middle	6-8	674	728	722	725
Oakland Technical High	9-12	643	686	706	725
LIFE Academy	9-12	659	662	658	719
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>661</b>	<b>666</b>	<b>736</b>	<b>699</b>
Westlake Middle	6-8	716	694	711	694
Elmhurst Community Prep	6-8	647	685	680	684
Alliance Academy	6-8	629	704	688	683
Claremont Middle	6-8	703	704	720	679
Bret Harte Middle	6-8	670	-	662	670
Roosevelt Middle	6-8	642	630	638	670
Coliseum College Prep Academy	9-12	591	605	615	661
Skyline High	9-12	667	-	665	652
Frick Middle	6-8	597	637	656	645
ROOTS International Academy	6-8	575	593	631	645
United for Success Academy	6-8	570	608	597	622
Oakland High	9-12	633	648	652	612
East Oakland School of the Arts	9-12	554	535	614	599
College Preparatory and Architecture Academy	9-12	582	606	613	587
Leadership Preparatory High	9-12	516	527	584	561
West Oakland Middle	6-8	698	617	574	552
Business and Information Technology High	9-12	527	511	544	529
Media College Preparatory	9-12	600	620	613	524
Mandela High	9-12	557	537	539	522
McClymonds High	9-12	544	530	519	493

Comparison Measure: **CST ELA**

➤ **Similar Grades Served: 6-8, 6-12, 9-12**

**CST-ELA**

**OAKLAND CHARTER SCHOOLS**

		2009	2010	2011	2012
American Indian Public Charter School II	6-8	81.4	91.3	96.3	91.9
American Indian Public High	9-12	100.0	94.7	100.0	87.1
Oakland Charter High	9-12	100.0	94.3	87.1	85.7
Oakland Charter Academy	6-8	78.6	82.3	78.8	68.0
Lighthouse Community Charter High	9-12	30.6	42.6	58.5	56.6
Wilson (Lionel) College Preparatory Academy	6-12	53.2	52.5	49.0	55.0
East Oakland Leadership Academy High	9-12	43.5	47.8	46.7	50.0
Bay Area Technology	6-12	34.3	40.2	46.5	47.8
Oakland Military Institute, College Prep	9-12	39.7	43.3	52.1	47.3
Oakland Unity High	9-12	38.6	35.6	52.5	39.7
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>28.0</b>	<b>30.3</b>	<b>43.7</b>	<b>37.4</b>
LPS College Park	9-12	21.8	22.4	26.9	30.1
ARISE High	9-12	15.1	7.1	36.2	26.7

**OUSD DISTRICT SCHOOLS**

		2009	2010	2011	2012
Montera Middle	6-8	58.1	63.8	60.5	63.3
Edna Brewer Middle	6-8	57.8	62.3	60.3	60.8
Oakland Technical High	9-12	47.7	54.8	55.3	57.4
LIFE Academy	9-12	35.6	35.0	32.7	50.0
East Oakland School of the Arts	9-12	34.1	13.3	34.0	47.6
Urban Promise Academy	6-8	39.9	41.5	44.8	45.2
Westlake Middle	6-8	33.6	34.2	38.3	44.1
Skyline High	9-12	50.7	51.0	44.8	43.8
Claremont Middle	6-8	37.2	40.4	45.7	43.0
Bret Harte Middle	6-8	37.0	33.9	36.4	40.0
Madison Middle	6-8	22.6	35.2	35.3	37.8
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>28.0</b>	<b>30.3</b>	<b>43.7</b>	<b>37.4</b>
Elmhurst Community Prep	6-8	18.3	26.9	27.5	36.3
Roosevelt Middle	6-8	25.4	26.7	27.4	33.2
Leadership Preparatory High	9-12	20.2	13.8	19.4	30.4
ROOTS International Academy	6-8	16.6	16.2	24.7	29.3
Media College Preparatory	9-12	19.0	34.8	29.6	28.6
Coliseum College Prep Academy	9-12	18.2	21.7	28.6	28.4
Frick Middle	6-8	16.9	21.7	26.9	28.4
Oakland High	9-12	43.8	39.5	43.2	28.2
Alliance Academy	6-8	23.4	29.8	27.2	26.6
United for Success Academy	6-8	16.2	20.3	21.2	25.6
Mandela High	9-12	20.2	18.1	25.0	21.4
College Preparatory and Architecture Aca	9-12	29.1	25.0	27.6	19.0
Business and Information Technology High	9-12	20.8	17.5	10.9	16.3
McClymonds	9-12	18.4	17.6	25.7	15.8
West Oakland Middle	6-8	25.5	24.2	20.8	14.7

Comparison Measure: **CST MATH**

➤ **Similar Grades Served: 6-8, 6-12, 9-12**

**CST-MATH**

**OAKLAND CHARTER SCHOOLS**

		2009	2010	2011	2012
Oakland Charter High	9-12	95.5	94.3	100.0	97.1
American Indian Public Charter School II	6-8	84.1	96.5	99.4	96.4
American Indian Public High	9-12	100.0	100.0	100.0	95.7
Lighthouse Community Charter High	9-12	53.1	48.9	74.5	74.1
Oakland Charter Academy	6-8	87.6	94.4	89.1	72.0
Wilson (Lionel) College Preparatory Acad	6-12	66.8	74.4	63.7	64.0
East Oakland Leadership Academy High	9-12	13.0	21.7	40.0	50.0
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>39.0</b>	<b>40.9</b>	<b>49.3</b>	<b>46.6</b>
Oakland Military Institute, College Prep	9-12	28.9	36.5	43.4	45.4
Bay Area Technology	6-12	31.2	37.4	40.9	43.7
Oakland Unity High	9-12	47.7	44.1	74.6	41.9
LPS College Park	9-12	26.0	36.1	23.5	37.5
ARISE High	9-12	15.7	12.7	43.8	36.7

**OUSD DISTRICT SCHOOLS**

		2009	2010	2011	2012
Oakland Technical High	9-12	46.6	51.8	52.6	59.1
Edna Brewer Middle	6-8	60.0	66.0	54.4	57.8
Urban Promise Academy	6-8	29.1	40.1	43.6	49.7
Montera Middle	6-8	52.2	58.6	48.9	48.5
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>39.0</b>	<b>40.9</b>	<b>49.3</b>	<b>46.6</b>
LIFE Academy	9-12	37.3	40.0	38.2	44.6
Skyline High	9-12	50.3	47.4	42.4	38.4
Oakland High	9-12	52.2	41.8	48.0	37.3
Madison Middle	6-8	33.5	39.4	46.6	35.7
Leadership Preparatory High	9-12	17.4	12.9	17.2	33.3
Coliseum College Prep Academy	9-12	13.9	19.1	21.6	33.2
College Preparatory and Architecture Aca	9-12	35.7	28.4	32.0	32.4
East Oakland School of the Arts	9-12	18.8	22.6	29.1	29.8
Roosevelt Middle	6-8	25.8	26.0	24.5	29.8
Westlake Middle	6-8	35.5	32.9	36.1	28.5
ROOTS International Academy	6-8	7.5	12.1	16.3	26.9
Alliance Academy	6-8	16.1	32.1	31.4	26.7
Elmhurst Community Prep	6-8	21.1	33.1	30.3	26.6
Claremont Middle	6-8	32.0	35.1	31.8	25.8
Bret Harte Middle	6-8	26.3	23.8	27.4	22.7
Business and Information Technology High	9-12	28.8	19.4	14.8	20.0
Media College Preparatory	9-12	20.2	23.3	16.4	19.4
Frick Middle	6-8	14.5	21.1	26.8	18.6
Mandela High	9-12	25.6	30.7	22.1	16.7
United for Success Academy	6-8	18.9	22.1	13.5	14.9
McClymonds High	9-12	22.0	14.8	45.0	8.8
West Oakland Middle	6-8	43.6	20.1	9.8	5.1

- The school has demonstrated **growth in student CST performance** in both English Language Arts and mathematics over the past four years;
- The school opened in 2008. In **2009** the school API performance score was **661**. As of **2012**, the school API performance score was **699**. From **2009 to 2012** the school has grown its API by **38** points.
- From **2009 to 2012** the school increased proficient and advanced levels by **28% to 37%** in ELA and **39% to 47%** in math.
- The school **API score (699)** is **above the median** performance of Oakland district schools in **2012** serving both similar grades and a demographically similar population based on student socio-economic status.

Comparison Analysis: 10th Grade CAHSEE-ELA

- **Similar Grades Served: (If applicable)**

**CAHSEE-ELA**

OAKLAND CHARTER SCHOOLS

**Order rank based on 2012 10<sup>th</sup> Grade CAHSEE % Passing**

School	Grades	ELA 09	ELA 10	ELA 11	ELA 12
American Indian Public High	9-12	100%	100%	100%	100%
Oakland Charter High	9-12	100%	100%	100%	97%
Oakland School for the Arts	6-12	90%	90%	87%	94%
Lighthouse Community Charter High	9-12	88%	80%	93%	92%
Lionel Wilson College Prep Academy	6-12	94%	95%	88%	92%
Oakland Military Institute	6-12	80%	91%	80%	88%
East Oakland Leadership Academy High	9-12	-	65%	73%	81%
Oakland Unity High	9-12	79%	80%	87%	79%
Bay Area Technology	6-12	61%	75%	83%	75%
LPS College Park	9-12	33%	62%	69%	75%
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>70%</b>	<b>79%</b>	<b>93%</b>	<b>73%</b>
ARISE High	9-12	54%	36%	71%	60%

OUSD DISTRICT SCHOOLS

**Order rank based on 2012 10<sup>th</sup> Grade CAHSEE % Passing**

School	Grades	ELA 09	ELA 10	ELA 11	ELA 12
LIFE Academy	9-12	63%	71%	72%	92%
Oakland High	9-12	71%	65%	70%	81%
East Oakland School of the Arts	9-12	71%	51%	67%	81%
Skyline High	9-12	79%	75%	77%	76%
<b>Aspire Golden State College Preparatory Academy</b>	<b>6-12</b>	<b>70%</b>	<b>79%</b>	<b>93%</b>	<b>73%</b>
Media College Preparatory	9-12	53%	74%	59%	63%
Mandela High	9-12	53%	52%	52%	56%
Business and Information Technology High	9-12	49%	48%	42%	54%
Leadership Preparatory High	9-12	52%	49%	67%	50%
College Preparatory and Architecture	9-12	63%	61%	52%	46%

Comparison Analysis: 10<sup>th</sup> Grade CAHSEE -MATH

➤ Similar Grades Served: (If applicable)

**CAHSEE-Math**

**OAKLAND CHARTER SCHOOLS**

Order rank based on 2011 10<sup>th</sup> Grade CAHSEE % Passing

School	Grades	Math 09	Math 10	Math 11	Math 12
American Indian Public High	9-12	100%	100%	100%	100%
Oakland Charter High	9-12	100%	100%	100%	100%
Lighthouse Community Charter High	9-12	94%	88%	98%	98%
Lionel Wilson College Prep Academy	6-12	96%	75%	93%	97%
Oakland School for the Arts	6-12	82%	79%	84%	95%
Bay Area Technology	6-12	56%	65%	79%	84%
Oakland Military Institute	6-12	72%	84%	89%	81%
East Oakland Leadership Academy High	9-12	-	65%	60%	81%
Oakland Unity High	9-12	83%	80%	84%	80%
Aspire Golden State College Preparatory Academy	6-12	68%	85%	86%	78%
LPS College Park	9-12	56%	70%	56%	72%
ARISE High	9-12	42%	43%	76%	64%

**OUSD DISTRICT SCHOOLS**

Order rank based on 2011 10<sup>th</sup> Grade CAHSEE % Passing

School	Grades	Math 09	Math 10	Math 11	Math 12
LIFE Academy	9-12	65%	73%	82%	87%
Oakland High	9-12	75%	65%	73%	83%
East Oakland School of the Arts	9-12	52%	45%	59%	81%
Aspire Golden State College Preparatory Academy	6-12	68%	85%	86%	78%
Skyline High	9-12	75%	76%	74%	69%
College Preparatory and Architecture	9-12	65%	68%	68%	66%
Mandela High	9-12	65%	49%	47%	60%
Business and Information Technology High	9-12	48%	43%	37%	53%
Media College Preparatory	9-12	59%	61%	54%	51%
Leadership Preparatory High	9-12	34%	44%	49%	47%

The quality of the school’s educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **September 19 and September 20, 2012** by **District staff**. See Attachment I for the school’s comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

**Strengths:**

- The school leadership, staff, home office, and board members are committed to the charter’s mission for the primary purpose of raising student achievement towards college readiness and success.
- The school offers community college courses both on-site and at local community colleges, allowing students to develop comfort with the college experience as well as gain credits for college courses to decrease the overall cost of college.
- Family interviews indicates that families are very satisfied with the educational program their children are receiving, which includes high expectations and a strong system of goal-setting and tracking progress towards goals.
- The school hosts several “Family Schools” during which it invites families to campus and provides programming designed at engaging parents in the school’s mission of college preparedness for all students.
- The school’s advisory program is strong, allowing students to meet in a consistent small group with one advisor throughout a student’s seven years at the school. The advisory program features both an academic component and a social/emotional component.
- The school maintains high expectations for the quality of teacher practice and a true commitment to life-long professional teachers through its The College-Ready Promise Teacher Effectiveness Initiative.
- There is an organization-wide commitment to continuous improvement as evidenced by the number of innovative improvement initiatives underway.
- Dedication and commitment of staff to students and to the existence of a strong learning community
- High level of comfort with performance data extends to students, which adds a layer of accountability, student to student) and reinforces the goal of individual student growth. Students set clear goals and are coached to track their progress towards their goals, as well as to advocate for help when needed.

**Challenges:**

- With high expectations for high quality instruction across the faculty, it was a recognized challenge to provide professional development for individual teachers’ specific needs.
- While Aspire, and the school, is very data-driven, the disaggregation and analysis of data from various sources around English Learner (EL) performance is not consistent.
- Classroom management/school culture not evident – relocation??

**Renewal Standard I:**

Based on an analysis of School’s Name performance outcomes and an evaluation of its educational program over the past four years, the school is deemed **academically sound** for the purposes of renewal.

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

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

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **September 19 and September 20, 2012** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

### Strengths:

- The Aspire Governing Board is actively involved in policy oversight and fiscal sustainability of the organization
- The Aspire Governing Board has key individuals with expertise in specific areas
- The school has a home office structure that is geared towards service to schools and is responsive to each school's individual needs
- The Aspire home office provides leadership through an area superintendent that ensures sufficient decision-making authority in close proximity to schools and classrooms
- Golden State has a strong educational leader, and works to ensure that the operations and academics are prioritized and run smoothly
- The financial oversight is thorough, proactive, long-range and conservative while remaining committed to ensuring adequate resources are available to the school site

### Challenges:

- The relocation of the school site to new neighborhood in September, 2011 had a disruptive impact on school culture and academic achievement in 2011/12
- Given the relocation of the school, the school lacks community partnerships that should develop over time

### IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of School's Name 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
- Standing with parents and within the community

### **Renewal Standard II:**

Based on this analysis, the school is deemed an **effective, viable organization** for the purposes of charter renewal.



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

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

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

Staff has reviewed the school's records on file with the District and deemed that the school 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, the school 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?**

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 16 elements related to a school’s operation, plus specific supplementary information on operations and finance. The following table summarizes the results of the Staff’s review of the charter petition’s content.

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Required signatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(a)(1)	
Affirmations and assurances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(d)	
Description of the educational program of the school, including what it means to be an “educated person” in the 21 <sup>st</sup> century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)	
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)	Addressed in the conditions for renewal
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)	
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)	
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)	
Manner for covering staff members through the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)	
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)	
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)	
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)	

Facilities to be utilized by school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	School is located in custom-built facility designed for its educational program.
Manner in which administrative services are to be provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	Includes thorough discussion of financial management practices.
Potential civil liability effects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Proposed first year operational budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	

**Renewal Standard IV:**

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

## **RECOMMENDATION:**

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve with conditions** the charter renewal petition for Aspire Golden State College Preparatory Academy, **as revised per conditions set forth and 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 with conditions the charter renewal petition for Aspire Golden State College Preparatory Academy for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2013 and expire on June 30, 2018. 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 Attachment II and to incorporate as additional outcomes stated above. 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 Aspire Golden State College Preparatory Academy petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner that if renewal is granted the petitioner opts to receive funding directly from the state.

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

## **ATTACHMENT I: CHARTER 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	<b>Demonstrates high expectations for student achievement</b>	<b>4</b>	
1.2	<b>Provides a challenging and coherent curriculum for each individual student</b>	<b>3</b>	Lack of differentiation in classroom instruction; classroom aides focused primarily on behavior; classroom support for students with special needs does appear to be targeted
1.3	<b>Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students</b>	<b>3</b>	Wide range of engagement in classrooms - again, upper grades more engaged; lower grades more focused on classroom management and not through engaging instruction
1.4	<b>Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement</b>	<b>4</b>	
1.5	<b>Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism</b>	<b>4</b>	
1.6	<b>Productively engages parental and community involvement as a part of the school's student support system</b>	<b>4</b>	
1.7	<b>Shares its vision among the school community and demonstrates its mission in daily action and practice</b>	<b>5</b>	College-going mission is clear and consistent; vision/values process with parents
1.8	<b>Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process</b>	<b>4</b>	



## **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	<b>Effectively communicates and engages stakeholders in the vision mission of the school</b>	<b>5</b>	Parents, students and staff involved in vision/values process; reinforced in classrooms and school communications that go home
2.2	<b>Consistently puts into practice the educational program outlined in its charter.</b>	<b>4</b>	
2.3	<b>Generates and sustains a school culture conducive to staff professional growth</b>	<b>5</b>	Coaching and PD support for teachers is extensive
2.4	<b>Actively monitors and evaluates the success of the school’s program</b>	<b>5</b>	Strong set of data analysis tools in Aspire's Godzilla program; teachers have opportunities to use data effectively; principal understands and uses data
2.5	<b>Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer</b>	<b>4</b>	
2.6	<b>Treats all individuals with fairness, dignity and respect</b>	<b>4</b>	
2.7	<b>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</b>	<b>4</b>	
2.8	<b>Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success</b>	<b>5</b>	Principal has made choices in staffing based on a theory of action and a conscious strategy for improvement; Aspire has identified GSP as a “focus” school and is providing more resources
2.9	<b>Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter</b>	<b>4</b>	
2.10	<b>Engages community involvement in the school</b>	<b>3</b>	Staff person dedicated to this effort, with specific goals for engagement; some success so far with local church, but limited; school's recent relocation to this neighborhood is clearly a factor

### **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	<b>Uses information sources, data collection and data analysis strategies for self-examination and improvement</b>	<b>4</b>	
3.2	<b>Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction</b>	<b>4</b>	
3.3	<b>Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter</b>	<b>5</b>	Principal has a detailed plan for the school's growth, with both long and short-term goals
3.4	<b>Uses student assessment results to improve curriculum and instruction</b>	<b>4</b>	
3.5	<b>Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement</b>	<b>4</b>	

## **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	3	Observed some inconsistency in application of behavior standards
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	4	
4.3	Seek input from impacted stakeholders	4	
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	4	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	5	Parents, students and staff are very safety conscious; procedures are in place; despite challenges of the neighborhood
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	5	Reporting is timely and complete
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	4	
4.9	Maintains effective and active control of the charter school	4	
4.10	Abstains from any decision involving a potential or actual conflict of interest	4	
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	4	

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	4	
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	5	Aspire board and home office have specific goals for every school; special attention to focus schools, such as Golden State Prep
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	4	.

### **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	Principal is tight fiscal manager; knows his budget
5.2	Conducts an annual financial audit which is made public	4	
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	CMO has strong fiscal management; attempts to leverage resources to support all schools in network fairly
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	5	The authority of principal over the budget keeps funding close to kids; head office "cut" for overheads is relatively low
5.5	Managing cash flow	4	
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.	4	

**ATTACHMENT II: CHARTER TEXT REVISIONS**

**Oakland Unified School District  
Office of Charter Schools**

**CHARTER TEXT REVISIONS – GOLDEN STATE COLLEGE PREPARATORY ACADEMY**

**APPENDIX B - 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 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 **5pm on June 1, 2013**.

Charter Text	Text Reference	Revision
<u>Governance</u>	Page 45	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“Aspire Golden State College Preparatory Academy Charter <del>The School</del> 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>	Page 58	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>Aspire <b>Golden State College Preparatory Academy Charter</b> will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics <b>on the basis of the characteristics</b> listed in Education Code Section 220- (actual or perceived disability, gender, nationality, race or 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, <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> will notify the District in writing of the application deadline and proposed lottery date. <del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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>Public Records</u>	Page 76	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p>

		<p><del>“The School Aspire Golden State College Preparatory Academy Charter</del> 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 <del>The School Aspire Golden State College Preparatory Academy Charter</del> to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Aspire Golden State College Preparatory Academy Charter and of the District. Aspire Golden State College Preparatory Academy Charter 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 Aspire Golden State College Preparatory Academy Charter does not have that Aspire Golden State College Preparatory Academy Charter needs in order to meet its obligations, the District shall provide the same to Aspire Golden State College Preparatory Academy Charter in a reasonably timely manner upon request.”</p>
<u>Reporting and Accountability</u>	Page 43	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“If Aspire Golden State College Preparatory Academy Charter does not test (i.e., STAR) with the District, Aspire Golden State College Preparatory Academy Charter hereby grants authority to the State of California to 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 44	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“Aspire Golden State College Preparatory Academy Charter 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 44	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“Aspire Golden State College Preparatory Academy Charter,</i></p>

		<p><i>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. <del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b>, 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 <del>the school</del> <b>Aspire Golden State College Preparatory Academy Charter</b> by law or charter provisions.”</i></p>
<p><u>Governance Structure</u></p>	<p>Page 45</p>	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“Members of <del>the School’s</del> <b>Aspire Golden State College Preparatory Academy Charter’s</b> 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><del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<p><u>Addressing Parent Complaints</u></p>	<p>Page 47</p>	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i><del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. <del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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</i></p>

		<p>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.</p> <p><del>The School-Aspire Golden State College Preparatory Academy Charter</del> 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 <del>The School-Aspire Golden State College Preparatory Academy Charter</del> alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. <del>The School-Aspire Golden State College Preparatory Academy Charter</del> will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</p> <p><del>The School-Aspire Golden State College Preparatory Academy Charter</del> 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.</p> <p><del>The School-Aspire Golden State College Preparatory Academy Charter</del> 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.”</p>
<p><u>Health and Safety Procedures</u></p>	<p>Page 53</p>	<p><b>Add the following text and remove any text to the contrary:</b></p> <p><del>“The School-Aspire Golden State College Preparatory Academy Charter</del> shall occupy 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.”</p>



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

*"The staff and Governing Board members of ~~the School~~ **Aspire Golden State College Preparatory Academy Charter** agree to attempt to resolve all disputes between the District and ~~the School~~ **Aspire Golden State College Preparatory Academy Charter** 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.*

*Any controversy or claim arising out of or relating to the charter agreement between the District and ~~the School~~ **Aspire Golden State College Preparatory Academy Charter**, 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.*

*(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. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:*

*To Charter School, c/o School Director:*

*Aspire Golden State College Preparatory Academy Charter*

*To Coordinator, Office of Charter Schools:*

*Educational Center at Tilden  
4551 Steele Street, Room 10  
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*

		<p><i>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.</i></p> <p><i>(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...</i></p> <p><i>(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</i></p>
<p><u>Suspension and Expulsion</u></p>	<p>Pages 63</p>	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><b><i>"The School <del>Aspire Golden State College Preparatory Academy Charter</del> shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the School <del>Aspire Golden State College Preparatory Academy Charter</del> without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. <del>The School Aspire Golden State College Preparatory Academy Charter</del> shall, upon request, provide that school district with a copy of the cumulative record of the pupil,</i></b></p>

		including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”
<u>Suspension and Expulsion: Due Process for Students with Disabilities</u>	Pages 63	<p><b>Add the following text and remove any text to the contrary:</b></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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>
<u>Independent Fiscal Audits</u>	Page 61	<p><b>Add the following text and remove any text to the contrary:</b></p> <p><i>“To the extent that <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> is a recipient of federal funds, including federal Title I, Part A funds, <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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. <del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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"> <li>• <i>Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher</i></li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>• Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</li> <li>• Hold an annual Title I meeting for parents of participating Title I students.</li> <li>• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</li> </ul> <p><del>The School-Aspire Golden State College Preparatory Academy Charter</del> 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.”</p>
<p><u>Facilities</u></p>	<p>Page 77</p>	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><del>“If the School-Aspire Golden State College Preparatory Academy Charter</del> 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. <del>If the School-Aspire Golden State College Preparatory Academy Charter</del> moves or expands to another facility during the term of this charter, <del>the School-Aspire Golden State College Preparatory Academy Charter</del> 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. <del>The School-Aspire Golden State College Preparatory Academy Charter</del> 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.</p> <p>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.”</p>

<u>District Fee for Oversight</u>	Page 76	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“The District may charge for the actual costs of supervisory oversight of <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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 <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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 74	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“<del>The School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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 75	<p><b><u>Add the following text and remove any text to the contrary:</u></b></p> <p><i>“The District may revoke the charter of <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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 79	<p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</p> <ul style="list-style-type: none"> <li>○ September 1 – Final Unaudited Financial Report for Prior Year</li> <li>○ December 1 – Final Audited Financial Report for Prior Year</li> <li>○ December 1 – First Interim Financial Report for Current Year</li> <li>○ March 1 – Second Interim Financial Report for Current Year</li> <li>○ June 15 – Preliminary Budget for Subsequent Year</li> </ul>

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

~~“The School-Aspire Golden State College Preparatory Academy Charter~~ agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ~~The School-Aspire Golden State College Preparatory Academy Charter~~ 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 ~~the School-Aspire Golden State College Preparatory Academy Charter~~.
- The District is authorized to revoke this charter for, among other reasons, the failure of ~~the Charter Aspire Golden State College Preparatory Academy Charter~~ 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 ~~the School-Aspire Golden State College Preparatory Academy Charter~~ 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.

~~The School-Aspire Golden State College Preparatory Academy Charter~~ shall cooperate fully with such audits and

		<p><i>to make available any and all records necessary for the performance of the audit upon 30 day's notice to <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b>. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> operations is received by the District, the <del>School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> 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 <del>the School</del> <b>Aspire Golden State College Preparatory Academy Charter</b> by law or charter provisions."</i></p>
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