

# Charter Renewal Staff Recommendation LPS Oakland R&D

*OUSD Office of Charter Schools  
January 2, 2025*



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



# ***Charter Renewal Overview***

# Charter School Renewal Criteria

|    |   |  |
|----|---|--|
| 01 | Has the Charter School Presented a Sound Educational Program?   | <ul style="list-style-type: none"><li>• Renewal Tier Placement</li><li>• State Testing Performance and CORE Growth Data (if applicable)</li><li>• Graduation Outcomes (if applicable)</li><li>• Verified Data</li><li>• Site Visit Information</li></ul> |
| 02 | Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program? | <ul style="list-style-type: none"><li>• Enrollment Information and Demographics</li><li>• Fiscal Analyses</li><li>• Notices of Concern</li><li>• Board Health and Effectiveness</li><li>• Staffing and Teacher Credentialing</li></ul>                   |
| 03 | Is the Petition Reasonably Comprehensive?   | <ul style="list-style-type: none"><li>• Analysis of 15 Required Elements per California Education Code</li><li>• Analysis of other OUSD required items</li></ul>   |
| 04 | Is the Charter School Serving All Students Who Wish to Attend?  | <ul style="list-style-type: none"><li>• State-provided Enrollment Data</li><li>• Substantiated Complaints related to suspension/expulsion if applicable</li></ul> <p><b>Note:</b> Ed. Code limits consideration to only these data sources</p>           |

# Charter School Renewal Overview

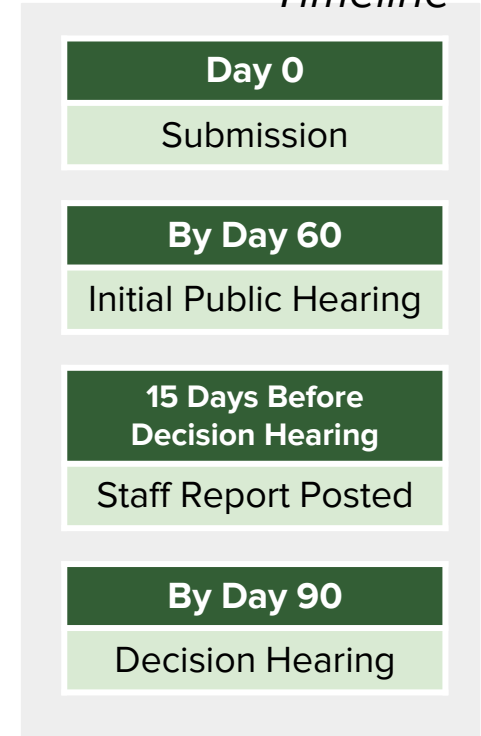
## ***Background***

Every 5 years (typically), a Charter School must submit a renewal petition to their authorizer in order to continue operating. The authorizer, the OUSD Board of Education, must evaluate the renewal petition based on criteria outlined in California Education Code and the school's Renewal Tier placement. The Board must vote within 90 days of submission to approve or deny the petition.

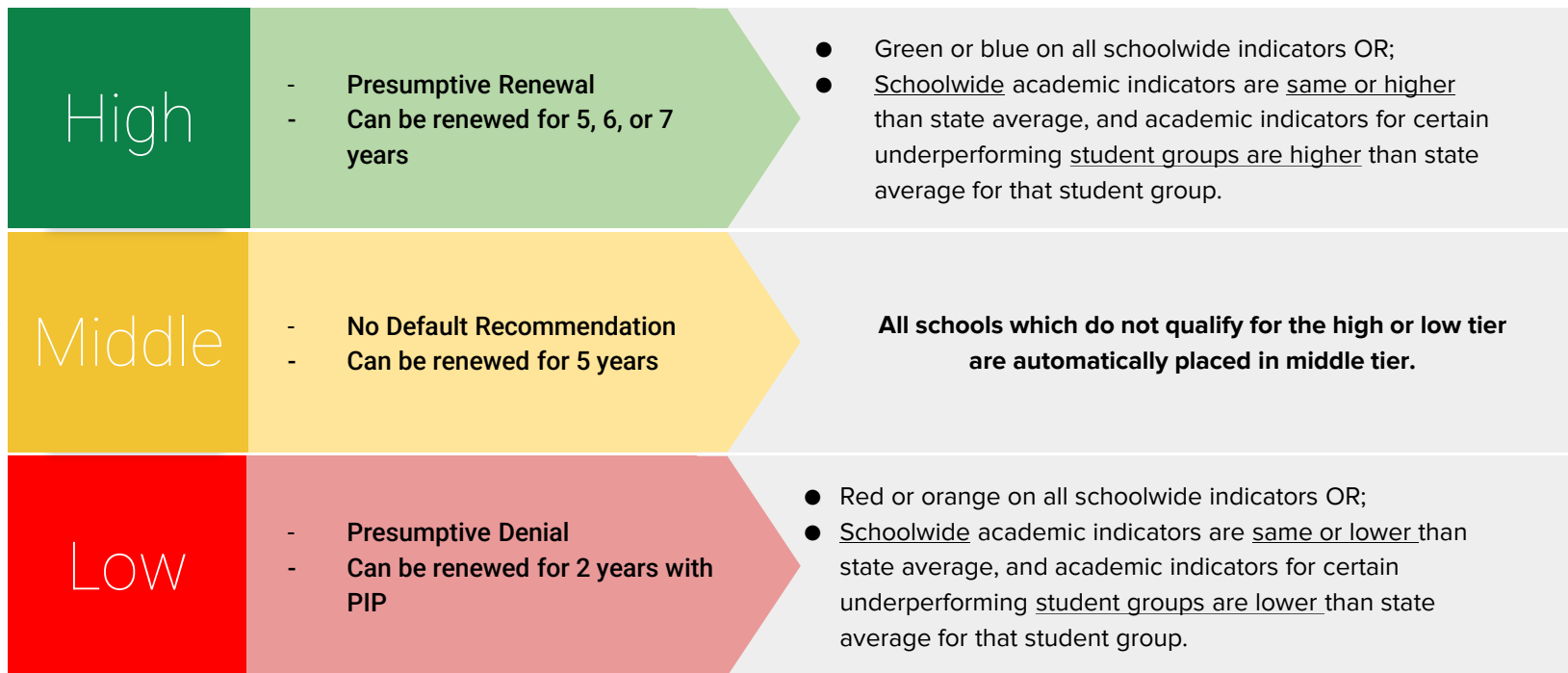
## ***COVID-19 Impact on Charter Renewal***

Due to the lack of Dashboard data after COVID, the State legislature extended all charters' terms by a total of **three years**. Therefore, all OUSD-authorized charter schools that are up for renewal this fall are currently in **year 8** of their charter term.

## *Timeline*



# How Does CDE Calculate Renewal Tiers?





# ***LPS Oakland R&D Renewal Analysis and Staff Recommendation***

# LPS Oakland R&D Overview

| LPS Oakland R&D                        |                                 |                             |                             |
|--|---------------------------------|-----------------------------|-----------------------------|
| <b>Charter Management Organization</b> | Leadership Public Schools (LPS) | <b>Neighborhood</b>         | Castlemont                  |
| <b>Grade Span</b>                      | 9-12                            | <b>OUSD Attendance Area</b> | Castlemont / CCPA / Madison |
| <b>OUSD Board District</b>             | District 7                      | <b>Current Enrollment</b>   | 172                         |

**LPS Oakland R&D was placed in the Low Tier**  
*Presumptive Denial from State; Eligible for 2-year renewal term*

# LPS Oakland R&D General Renewal Timeline



*As part of the renewal process, the OUSD Office of Charter Schools conducted a site visit at LPS Oakland R&D on October 15, 2024 and a charter board interview with members of the LPS governing board on August 1, 2024.*



# LPS Oakland R&D CA Dashboard Results

|         | ELA  | Math  | EL Progress  | Suspension  | College / Career                                       | Graduation Rate  |
|---------|--|---|--|---|--|--|
| 2021-22 | <b>Very Low</b><br>59.4 pts below standard                         | <b>Very Low</b><br>155.7 pts below standard                         | <b>Low</b><br>42.4% making progress                              | <b>High</b><br>0% suspended                             | <b>N/A</b>   | <b>Medium</b><br>89.1% graduated                         |
| 2022-23 | <b>Red</b><br>66.9 pts below standard<br><i>Decreased 4.5 pts</i>  | <b>Red</b><br>177.8 pts below standard<br><i>Decreased 10.5 pts</i> | <b>Yellow</b><br>39.8% making progress<br><i>Increased 12.3%</i> | <b>Red</b><br>7.8% suspended<br><i>Increased 7.8%</i>   | <b>Low</b><br>22.7% prepared                           | <b>Green</b><br>94.6% graduated<br><i>Increased 5.5%</i> |
| 2023-24 | <b>Red</b><br>89.1 pts below standard<br><i>Decreased 22.2 pts</i> | <b>Red</b><br>191.1 pts below standard<br><i>Decreased 13.3 pts</i> | <b>Red</b><br>28.2% making progress<br><i>Decreased 11.6%</i>    | <b>Green</b><br>4.9% suspended<br><i>Decreased 2.9%</i> | <b>Green</b><br>69% prepared<br><i>Increased 46.3%</i> | <b>Green</b><br>94.4% graduated<br><i>Decreased 0.2%</i> |

# LPS Oakland R&D Renewal Tier Analysis

| Indicator      | Student Group   | 2022          |              |        | 2023          |              |        |
|----------------|-----------------|---------------|--------------|--------|---------------|--------------|--------|
|                |                 | School Status | State Status | Result | School Status | State Status | Result |
| ELA            | Schoolwide      | -59.4         | -12.2        | Lower  | -66.9         | -13.6        | Lower  |
|                | English Learner | -114.8        | -61.2        | Lower  | -116.4        | -67.7        | Lower  |
|                | Hispanic/Latino | -56.4         | -38.6        | Lower  | -66.7         | -40.2        | Lower  |
|                | SED             | -58.8         | -41.4        | Lower  | -63.6         | -42.6        | Lower  |
| Math           | Schoolwide      | -155.7        | -51.7        | Lower  | -177.8        | -49.1        | Lower  |
|                | English Learner | -174.7        | -92          | Lower  | -218.4        | -93.4        | Lower  |
|                | Hispanic/Latino | -152.6        | -83.4        | Lower  | -180.3        | -80.8        | Lower  |
|                | SED             | -152.5        | -84          | Lower  | -162          | -80.8        | Lower  |
| College/Career | Schoolwide      | N/A           | N/A          | N/A    | 22.7%         | 43.9%        | Lower  |
|                | English Learner | N/A           | N/A          | N/A    | 18.0%         | 15.3%        | Higher |
|                | Hispanic/Latino | N/A           | N/A          | N/A    | 24.0%         | 35.5%        | Lower  |
|                | SED             | N/A           | N/A          | N/A    | 21.4%         | 35.4%        | Lower  |
| EL Progress    |                 | 42.4%         | 50.3%        | Lower  | 39.8%         | 48.7%        | Lower  |

# Education Code Background

## Low Tier School Required Approval Findings

Shall generally not renew; however, the chartering authority shall consider the following factors and may renew only upon making both of the following written factual findings:

1. *The charter school is **taking meaningful steps to address the underlying cause(s) of low performance**, which are or will be written in a plan adopted by the governing body of the charter school; and*
2. *There is **clear and convincing** evidence, demonstrated by verified data, showing either:*
  - A. *The school achieved measurable increases in academic achievement, as defined by **at least one year's progress** for each year in school; or*
  - B. ***Strong postsecondary outcomes**, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

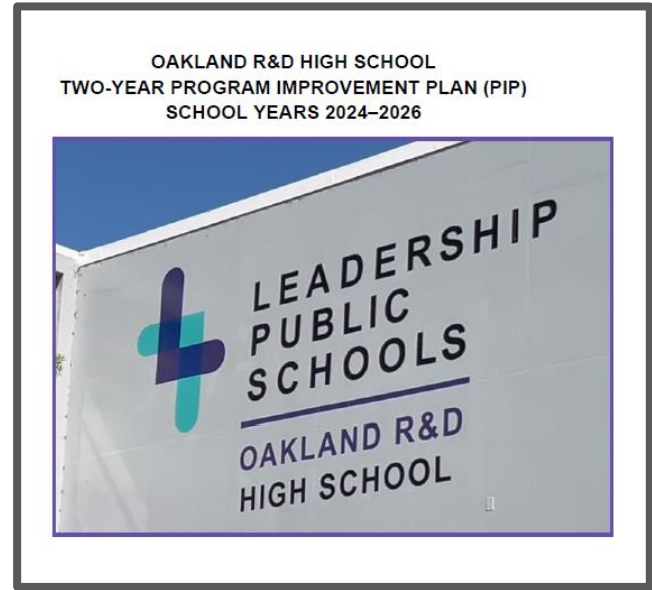


# ***LPS Oakland R&D Performance Improvement Plan***

# LPS Performance Improvement Plan (PIP)

- Includes **5 Goals** with rationale, improvement strategies, and associated action plans
  - *Academic Performance*
  - *Family and Student Engagement*
  - *Interventions*
  - *Enrollment*
  - *Student Population*
- Includes **5 Focal Areas** with performance growth targets for 2 year charter term
  - *ELA SBAC Performance*
  - *Math SBAC Performance*
  - *Suspension Rates*
  - *Total Enrollment*
  - *African American Enrollment*



*The full PIP can be found on page 501 of LPS Oakland R&D Renewal Petition*



# LPS Performance Improvement Plan (PIP)

Each Goal has an associated **Action Plan** with resources needed, people responsible, timeline, etc.

| Intended Goal  | Action   | Responsible Person(s) Role<br><small>(Lead person in BOLD)</small>                 | Resources Needed                                      | Monitoring and Evaluation  | Timeline  | Reporting Method  |
|--|--|--|---|--|---|---|
| Increase teacher knowledge in English Language Development (ELD) and monitor fidelity to instructional model to improve student English language development in the content areas by implementing reading and writing across the curriculum. | Provide Professional Development in EL Achieve's Constructing Meaning framework. | <b>Principal, Dean, Teachers, ELD Network Administrator</b> on Special Assignment. | Constructing Meaning classroom kits for each teacher. | Formative and Summative Assessments.<br><br>NWEA Measure of Academic Progress (MAP) English Language Achievement (ELA) test results<br><br>Classroom walk-throughs to ensure fidelity to the instructional model.<br><br>Assessments using rubrics from EL Achieve | PD starting 10/2<br><br>Key PD dates: 10/2, 11/20, 12/4<br><br>Ongoing classroom walkthroughs | MAP Results for Grades 9-12 & CAASPP 2025 ELA Results<br><br>ELPAC Results for 2025<br><br>State Seal of Biliteracy awardees<br><br>Report percentages of students meeting goals to ILT and teachers. |

| ENGLISH LANGUAGE ARTS--SOCIOECONOMICALLY DISADVANTAGED  |  |   |  |
|---|--|---|--|
| Specific Growth Area  | Baseline   | Year 1 Goal (2025-2026)                                       | Year 2 goal (2026-2027)                                  |
| Socioeconomically Disadvantaged Distance from Standard (DFS)<br> | -63.6 DFS<br>Very Low (Red)<br>2023 CA Dashboard | -53.6 DFS (+10pts.)<br>Very Low (Orange)<br>2025 CA Dashboard | -43.6 DFS (+10pts.)<br>Low (Yellow)<br>2026 CA Dashboard |
| Socioeconomically Disadvantaged Standard Met or Exceeded<br>     | 22%<br>2023 CA Dashboard                         | 27% (+5%)<br>2025 CA Dashboard                                | 32% (+5%)<br>2026 CA Dashboard                           |

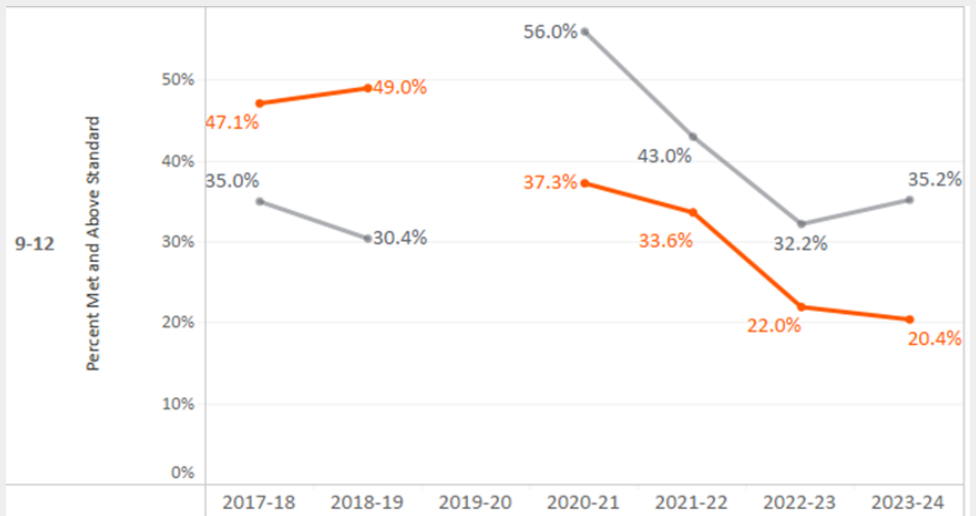
Each Focal Area has associated **Growth Targets** for 2025-26 and 2026-27, for all students and for key student groups

# OUSD Background: Academic Performance PIP Goal

## Academic Performance

Improve student academic performance by fostering deeper engagement through meaningful learning experiences that connect curriculum to real-world applications, promote active participation, and support personalized pathways to success.

### ELA SBAC



## 2023 ELA CORE Growth

(Based on 2022 and 2023 ELA SBAC)

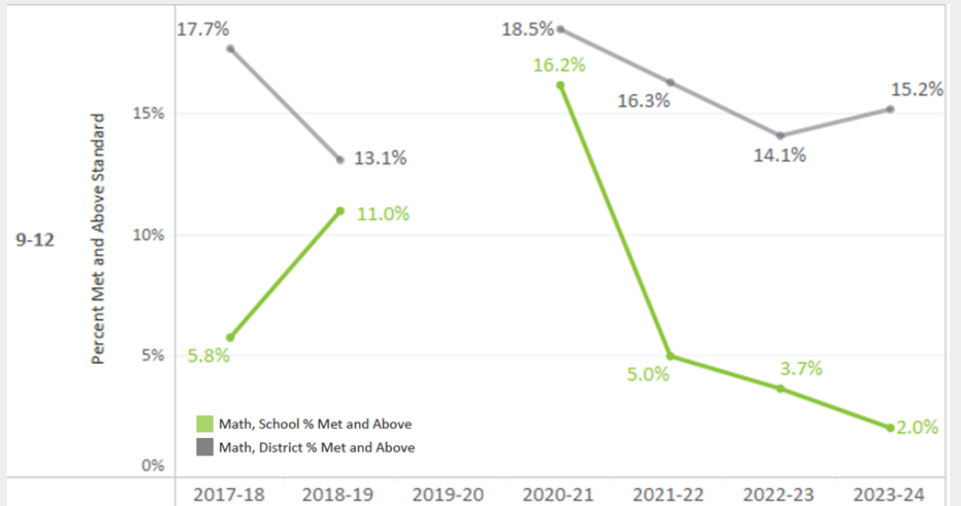
The growth percentile is **43** which represents **average growth**. Students in this case grew 4 scale score points less than similar students.

# OUSD Background: Academic Performance PIP Goal

## Academic Performance

Improve student academic performance by fostering deeper engagement through meaningful learning experiences that connect curriculum to real-world applications, promote active participation, and support personalized pathways to success.

### Math SBAC



### 2023 Math CORE Growth

(Based on 2022 and 2023 Math SBAC)

The growth percentile is **21** which represents **below average growth**. Students in this case grew 17 scale score points less than similar students.



# PIP Goal - Academic Performance

## Academic Performance

Improve student academic performance by fostering deeper engagement through meaningful learning experiences that connect curriculum to real-world applications, promote active participation, and support personalized pathways to success.

### CAASPP Performance Growth Targets

- **ELA/Math Distance from Standard:** Increase average DFS by ~10-15 pts per year for all students and key student groups
- **ELA/Math Proficiency:** Increase average proficiency by ~5-10% per year for all students and key student groups
- **ELPI:** Increase percentage of EL students making progress by 5% each year

|                              | 22-23  | 23-24  | 25-26 Goal | 26-27 Goal |
|------------------------------|--------|--------|------------|------------|
| <b>ELA</b><br>(Proficiency)  | 22.0%  | 20.4%  | 27%        | 32%        |
| <b>ELA</b><br>(DFS)          | -66.9  | -89.1  | -56.9      | -44.9      |
| <b>Math</b><br>(Proficiency) | 3.7%   | 2.0%   | 9%         | 14%        |
| <b>Math</b><br>(DFS)         | -177.8 | -191.1 | -167.8     | -157.8     |
| <b>ELPI</b>                  | 39.8%  | 28.2%  | 43.8%      | 48.8%      |

# LPS Oakland PIP Review

**Renewal Standard:** *The charter school is **taking meaningful steps to address the underlying cause(s) of low performance**, which are or will be written in a plan adopted by the governing body of the charter school*

## Strengths

- Addresses most necessary performance indicators
- Five Goals have clear action plans that outline project ownership, resource requirements, timelines, and monitoring approaches
- Five Focal Areas have clear growth targets which, for the most part, are realistic, yet ambitious

## Areas of Concern

- Goal action plans lack measurable baseline data and measurable growth targets, which undermines the ability to assess potential impact
- Focal Area growth targets contain numerous errors in baseline data and misalignments between Dashboard status and color ratings
- PIP overlooks crucial organizational challenges, such as leadership instability and teacher retention



# ***LPS Oakland R&D Verified Data***

# Education Code Background

## Low Tier School Required Approval Findings

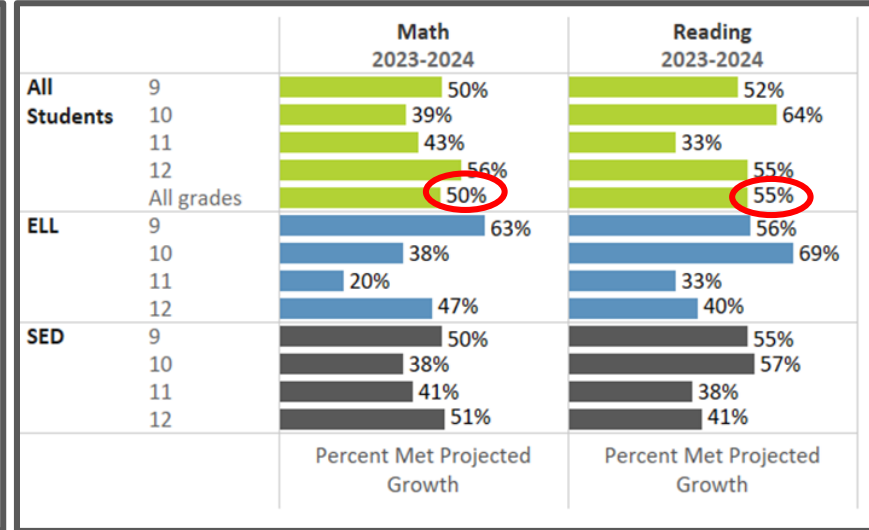
Shall generally not renew; however, the chartering authority shall consider the following factors and may renew only upon making both of the following written factual findings:

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  - A. *The school achieved measurable increases in academic achievement, as defined by **at least one year's progress** for each year in school; or*
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# Verified Data - Academic Progress

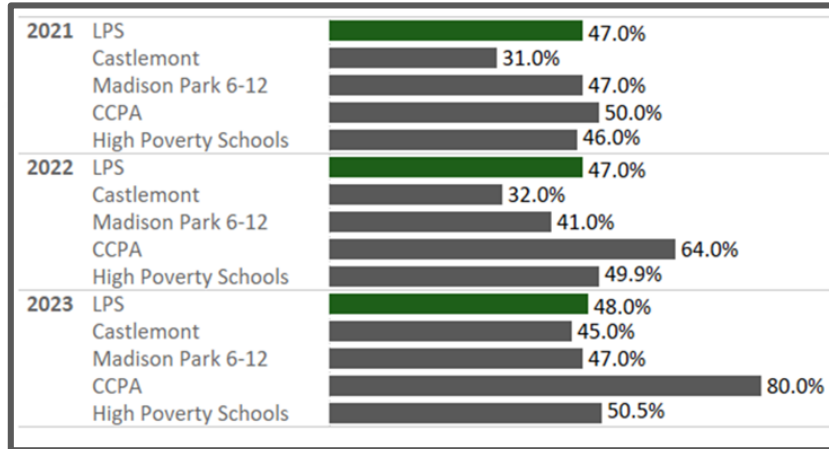
LPS Oakland R&D submitted results from NWEA MAP as Verified Data for grades 9-12. For this data source, a “Conditional Growth Index” (“CGI”) above -0.20 could be used as an approximation of one year’s growth.

|                     |            | Math<br>2023-2024 | Reading<br>2023-2024 |
|---------------------|------------|-------------------|----------------------|
| <b>All Students</b> | 9          | 1.35              | -0.26                |
|                     | 10         | -0.88             | 0.68                 |
|                     | 11         | -2.41             | -1.62                |
|                     | 12         | -0.26             | -0.11                |
|                     | All grades | -0.15             | -0.12                |
| <b>ELL</b>          | 9          | 5.50              | -0.98                |
|                     | 10         | -1.58             | 1.51                 |
|                     | 11         | -1.51             | -0.83                |
|                     | 12         | -0.11             | -0.12                |
| <b>SED</b>          | 9          | 1.53              | 0.61                 |
|                     | 10         | -1.44             | 0.42                 |
|                     | 11         | -3.30             | -1.80                |
|                     | 12         | 0.07              | -0.06                |

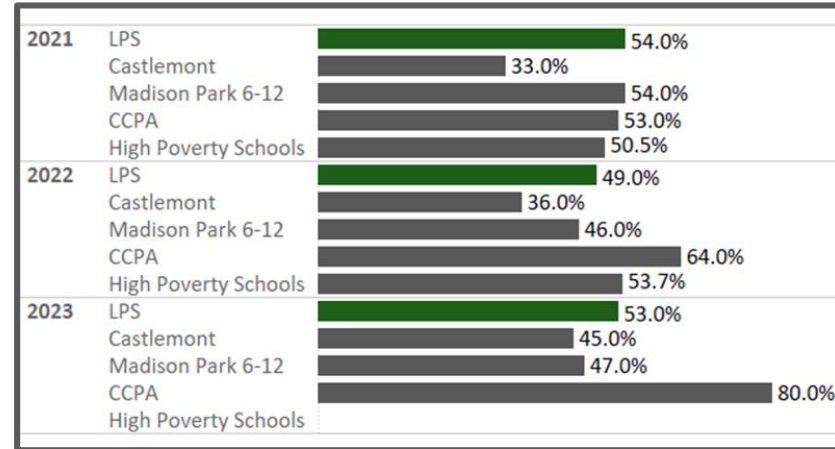


# Verified Data - Postsecondary Enrollment

Per **National Student Clearinghouse** data, LPS Oakland R&D had college enrollment rates which were approximately on par with the average for “High Poverty Schools”



*Percentage of students enrolling in college the first fall after high school*



*Percentage of students enrolling in college anytime the first year after high school*

# Verified Data - Postsecondary Enrollment

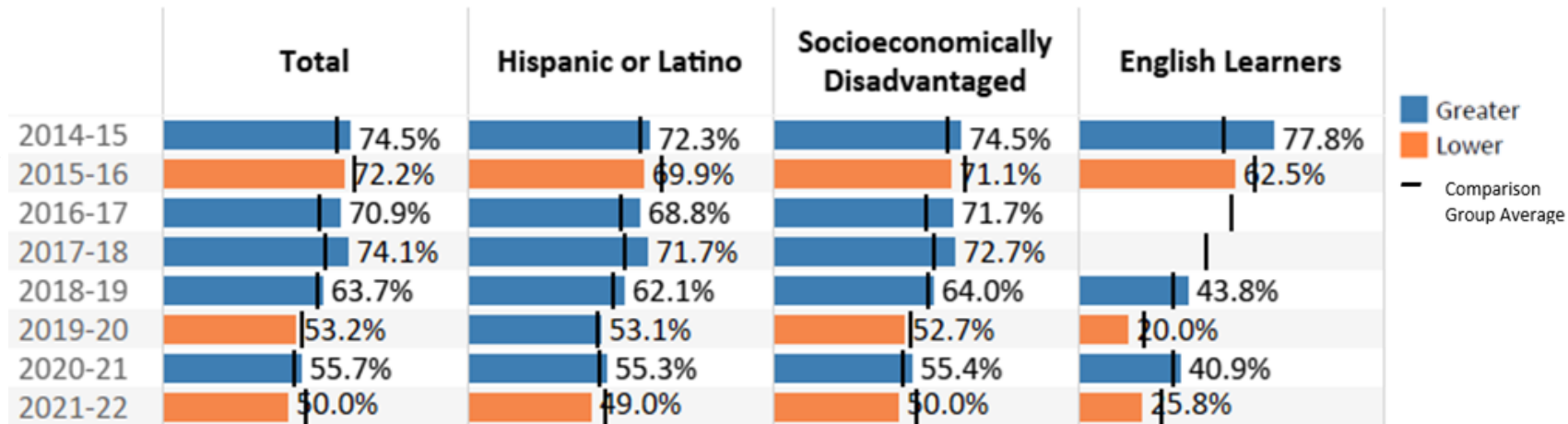
Per **CDE College-Going** data, LPS Oakland R&D's college enrollment rate has decreased consistently over the last 8 years.

|                      | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| <i>LPS</i>           | 74.5%   | 72.2%   | 70.9%   | 74.1%   | 63.7%   | 53.2%   | 55.7%   | 50.0%   |
| Aspire Golden State  | 70.0%   | 77.6%   | 69.2%   | 71.2%   | 67.7%   | 60.0%   | 45.1%   | 53.1%   |
| Bay Area Technology  | 68.2%   | 63.6%   | 50.0%   | 56.7%   | 57.1%   | 27.3%   | 50.0%   | 42.9%   |
| Castlemont High      | 55.7%   | 49.0%   | 54.0%   | 40.2%   | 48.5%   | 35.0%   | 34.9%   | 37.3%   |
| CCPA                 | 69.8%   | 90.6%   | 66.7%   | 65.2%   | 69.0%   | 59.4%   | 52.5%   | 74.2%   |
| Lighthouse High      | 76.5%   | 79.3%   | 63.3%   | 71.9%   | 74.6%   | 72.9%   | 64.1%   | 66.7%   |
| Madison Park 6-12    |         |         | 49.0%   | 67.2%   | 46.3%   | 55.8%   | 50.0%   | 50.0%   |
| Oakland Charter High | 81.8%   | 80.6%   | 64.9%   | 74.5%   | 69.5%   | 64.5%   | 67.0%   | 77.9%   |
| Oakland Unity High   | 65.2%   | 82.0%   | 62.7%   | 64.3%   | 59.7%   | 61.0%   | 52.2%   | 63.0%   |
| Aspire Lionel Wilson | 70.4%   | 84.3%   | 69.4%   | 70.7%   | 66.0%   | 50.9%   | 49.2%   | 41.4%   |

*College Going Rate*

# Verified Data - Postsecondary Enrollment

Per **CDE College-Going** data, LPS Oakland R&D's college enrollment rate was below the HSAA comparison school average both schoolwide and for 3 key student groups in 2021-22. These rates have decreased over the course of the charter term.



*College Going Rate - LPS vs. Average for HSAA Comparison Schools*



# Verified Data - Postsecondary Persistence

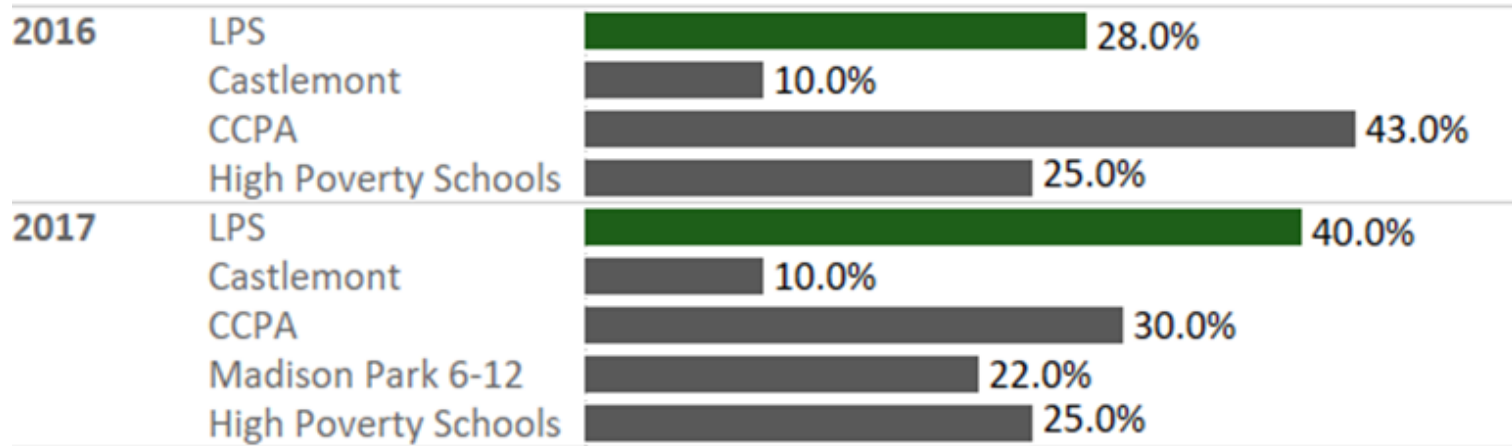
Per **National Student Clearinghouse** data, LPS Oakland R&D had college persistence rates which were higher than OUSD high schools in the same attendance area in 2021 but lower for previous years.

|                      | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       |
|----------------------|------------|------------|------------|------------|------------|------------|
| <b>LPS</b>           | <b>79%</b> | <b>84%</b> | <b>71%</b> | <b>69%</b> | <b>58%</b> | <b>80%</b> |
| Castlemont           | <b>68%</b> | <b>73%</b> | <b>64%</b> | <b>50%</b> |            | <b>51%</b> |
| CCPA                 | <b>81%</b> | <b>84%</b> | <b>78%</b> | <b>78%</b> | <b>80%</b> | <b>79%</b> |
| Madison Park 6-12    |            | <b>72%</b> | <b>78%</b> | <b>74%</b> |            | <b>74%</b> |
| High Poverty Schools | <b>77%</b> | <b>76%</b> | <b>76%</b> | <b>73%</b> | <b>72%</b> | <b>76%</b> |

***Freshman to Sophomore Year Persistence***

# Verified Data - Postsecondary Completion

Per **National Student Clearinghouse** data, LPS Oakland R&D had 6 year college completion rates which were approximately on par with the average for “High Poverty Schools” in 2016, but above average for 2017.



***Six Year College Completion Rate***

# LPS Oakland Verified Data Summary

**Renewal Standard:** There is **clear and convincing** evidence, demonstrated by verified data, showing either: (A) The school achieved measurable increases in academic achievement, as defined by **at least one year's progress** for each year in school; or (B) **Strong postsecondary outcomes**, as defined by college enrollment, persistence, and completion rates equal to similar peers.

## Academic Indicators

- Approximately 50% of LPS Oakland students made at least one year's progress in Math
- Approximately 55% of LPS Oakland students made at least one year's progress in Reading
- These percentages varied across grade and student group

## Postsecondary Indicators

- **Enrollment:** LPS Oakland had college enrollment rates which were approximately on par with the average for “High Poverty Schools” per National Student Clearinghouse. However, CDE data showed a consistent decrease in enrollment over the past several years
- **Persistence:** LPS Oakland had higher college persistence rates in 2021-22 than comparison schools
- **Completion:** LPS Oakland had a higher six-year college completion rate than comparison schools for the class of 2017



# ***Staff Recommendation***

# Staff Recommendation Summary

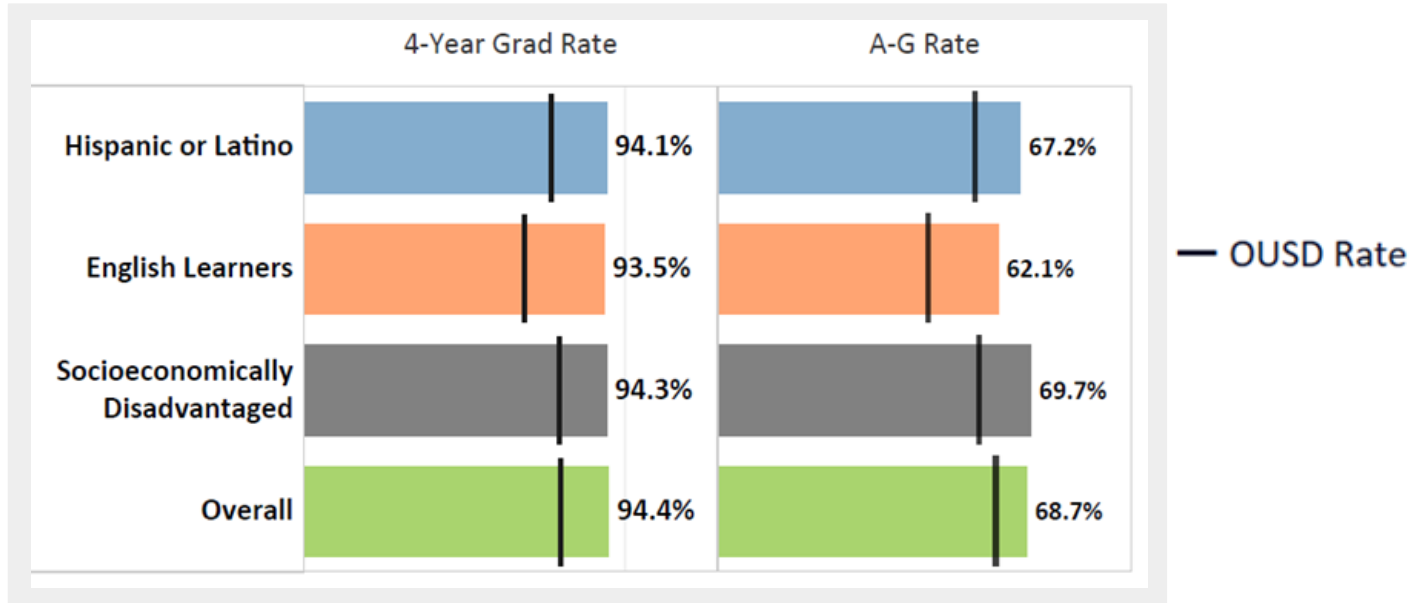
## The OUSD Office of Charter Schools recommends DENIAL

| Strengths  | Challenges   |
|--|--|
| <ul style="list-style-type: none"><li>● High graduation rates, above the OUSD average in all years of the charter term.</li><li>● High A-G graduation rates for most years of the charter term, with the exception of 2023-24.</li></ul> | <ul style="list-style-type: none"><li>● ELA proficiency rates declined in each of the last four years, and were below the OUSD average in each of these years.</li><li>● Math proficiency rates declined each of the last four years and were well below the OUSD average. Only 2% of students were proficient in Math 2023-24.</li><li>● Verified data submitted by the school does not conclusively show one year's progress for each year in school or strong postsecondary outcomes.</li><li>● Enrollment has declined 65% from its peak in 2019-20.</li><li>● Pattern of Board-approved budgets which substantially overproject enrollment.</li><li>● Extremely low teacher retention and high number of mid-year teacher exits.</li><li>● The PIP, while addressing most necessary performance indicators, overlooks crucial organizational challenges such as leadership instability and teacher recruitment/retention.</li></ul> |



# *Appendix*

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








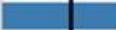







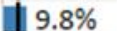




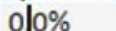




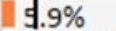


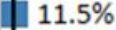
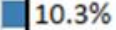


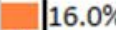
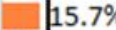




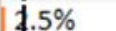
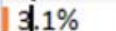

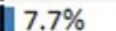



*The Charter School's 4-year graduation rate and A-G rate in 2022-23 were higher than the OUSD rates overall and for the above key student groups.*




# 2023-24 Student Demographics

| Student Group                   | Charter School | OUSD schools in Comparison HSA | OUSD                        |
|---------------------------------|----------------|--------------------------------|-----------------------------|
| Hispanic/Latino                 | 95.0%          | 73.4%                          | 47.3%                       |
| Black/African American          | 3.2%           | 18.5%                          | 20.1%                       |
| Asian                           | 0.5%           | 1.7%                           | 9.8%                        |
| White                           | 0.0%           | 1.3%                           | 11.5%                       |
| Two or More Races               | 0.5%           | 1.6%                           | 6.8%                        |
| Other Race/Ethnicity            | 0.0%           | 2.1%                           | 1.9%                        |
| Not Reported                    | 0.9%           | 1.4%                           | 2.6%                        |
| Socioeconomically Disadvantaged | 70.6%          | 99.0%                          | 81.4%                       |
| English Learners                | 37.2%          | 43.3%                          | 32.9%<br>(9-12 only: 28.5%) |
| Special Education               | 15.1%          | 18.3%                          | 16.3%<br>(9-12 only: 18.1%) |



# Key Student Group Performance vs. OUSD

|      |         | Black or African American | Hispanic or Latino  | Socioeconomically disadvantaged   | English learner   | Students with disability  |
|------|---------|---------------------------|---|---|---|---|
| ELA  | 2017-18 |                           |  46.9% |  46.5% |  12.0% |  0.0%  |
|      | 2018-19 |                           |  47.1% |  48.5% |  0.0%  |  25.0% |
|      | 2019-20 |                           |   |   |   |   |
|      | 2020-21 |                           |  38.3% |  36.1% |  9.7%  |   |
|      | 2021-22 |                           |  35.3% |  32.7% |  9.8%  |  15.4% |
|      | 2022-23 |                           |  12.8% |  24.6% |  0.0%  |  0.0%  |
|      | 2023-24 |                           |  10.0% |  22.9% |  0.0%  |   |
| Math | 2017-18 |                           |  5.1%  |  1.9%  |  0.0%  |  0.0%  |
|      | 2018-19 |                           |  11.5% |  10.3% |  0.0%  |  0.0%  |
|      | 2019-20 |                           |   |   |   |   |
|      | 2020-21 |                           |  16.0% |  15.7% |   |   |
|      | 2021-22 |                           |  5.3%  |  1.3%  |  2.6%  |  0.0%  |
|      | 2022-23 |                           |  1.5%  |  3.1%  |  0.0%  |  7.7%  |
|      | 2023-24 |                           |  1.2%  |  2.9%  |  0.0%  |   |

 Greater  
 Lower  
 OUSD average

# English Learner Progress

