



OAKLAND UNIFIED SCHOOL DISTRICT

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TO: Vincent Matthews, State Administrator
& Members of the OUSD Board of Education

FROM: Kirsten Vital, Chief of Community Accountability
David Montes de Oca, Coordinator; Office of Charter Schools *DM*

DATE: January 9, 2008

Legislative File

File ID No 07-1371

RE: LPS College Park
Charter Renewal Request Application

Introduction Date 1-9-08

Enactment No _____

Enactment Date _____

By _____

ACTION REQUESTED:

Approve the LPS College Park petition for charter renewal **as revised**, 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 California Charter Schools Act, Education Code 47605, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included revisions, conditions and deadlines below.

SUMMARY:

For the purposes of renewal, LPS College Park has been evaluated based on the following three guiding questions; *Is the school an academic success? Is the school an effective, viable organization? and Has the school been faithful to the terms of its charter?* While charter law permits a district to authorize a charter school for up to five years, LPS College Park was provided an initial four year charter term. Due to facility issues during the first year of its term, LPS College Park did not open until August, 2005. Therefore the school is now in its third year as it undergoes renewal. The standards and criteria established by the District for charter renewal, in compliance with California Education Code 47605, have been calibrated to evaluate a charter school in its fifth year. Therefore, this renewal recommendation is the product of evaluating LPS College Park against the OUSD Charter Renewal Standards, with some consideration that the school is in its third year of operation as opposed to its fifth.

School Description and Key Program Elements:

LPS College Park (LPS) is a direct-funded charter school, authorized by Oakland Unified School District on February 25, 2004. LPS currently operates in District 7, in the OUSD attendance boundaries of Parker Elementary, Explore Middle School, Leadership Preparatory Academy, Business and Information

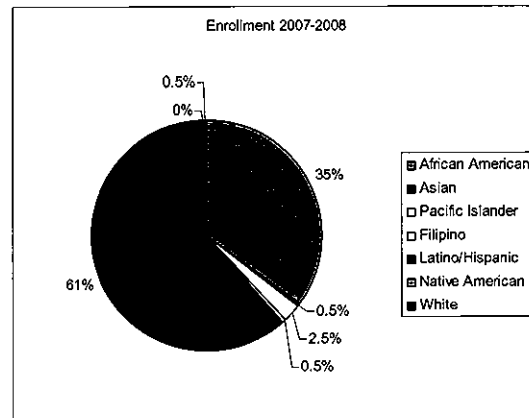
Technology High School, East Oakland School for the Arts, and Youth Empowerment High School. LPS opened in fall 2005 after a one year delay in opening. LPS currently serves students in grades 9-11. The following table describes their enrollment growth and projections.

YEAR	2005-06	2006-07	2007-08	2008-09
GRADES	9	9-10	9-11	9-12
ENROLL	97	162	264	342*

* Data for 2006, 2007, and 2008 based on ADA enrollment reported to OUSD, 2009 based on data submitted for 2008 enrollment projections.

The school's enrollment demographics* for the 2007-2008 school year are as follows:

ETHNICITY 06-07	
<i>African American</i>	35%
<i>Asian</i>	0.5%
<i>Pacific Islander</i>	2.5%
<i>Filipino</i>	0.5%
<i>Latino/Hispanic</i>	61%
<i>Native American</i>	0%
<i>White</i>	0.5%
SOCIO-ECONOMICS 06-07	
<i>Free/Reduced Lunch Eligibility</i>	92%
SPECIAL NEEDS 07-08	
<i>Students w/ IEP's</i>	4.92%**
<i>Students identified as ELL</i>	34.4%



* Current year's demographic data provided by the school through the renewal application process.
 ** IEP data retrieved from data submitted to the District by the school in November, 2007.

The following is a summary of the Key Elements of the LPS College Park program as outlined in their current charter;

Mission and Educational Philosophy

The mission of the LPS College Park is to "get 100% of its students to college."

Education Program Design

"...effective small school design is based on six pillars:

1) High expectations: rigorous college preparatory academics for all;

◆ Academic Standards.

"...the School adopts the California state standards as our curriculum framework and adds the four school-wide outcomes of Communication, Critical Thinking, Personal Responsibility, Social Responsibility."

◆ Academic Department and Course Descriptions

"Our academic departments, course descriptions and curricula are designed to meet the needs of our students and prepare them for quality universities and the world of work. They are based on research, the California state standards..., and the University of California approved courses developed at Leadership High School in San Francisco."

◆ Research-based Instructional Strategies

“...our teachers will use a variety of research-based instructional strategies... These may include, among others:

- Cooperative Learning (working in groups)
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards solution)
- Socratic questioning (detailed oral questioning of students)
- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Experiential learning (group experiences such as Mock Trials, Week Without Walls)”

2) Personalization: personal attention, academic support and multicultural sensitivity;

”This personalization design is intended to promote sustained student relationships with adults and support all learners, including English language learners and Special Education students, and includes the following elements:

- Small Learning Community
- Small Classes
- Advisories
- Academic Support Program
- Academic Literacy Class
- Counseling Programs
- Learning Style Analysis
- Multi-culturally Appropriate Curriculum and Instruction
- English Language Learner Support
- Special Education Support
- Parent Outreach”

3) Technology used as a tool for pedagogy, administration, and evaluation;

4) A unique 4-year high school leadership development program for all students

5) A talented staff (rigorously selected for subject matter expertise, collegiality and experience with urban youth) supported by our award-winning professional development program; and

6) Strong parent and community involvement.”

BACKGROUND:

Under the California Charter Schools Act, authorizers are required to return to 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. The following excerpt from Section 47605 delineates charter petition approval and denial criteria.

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.]*

OUSD Charter Renewal Standards

Oakland Unified School District has established the following standards and expectations for charter renewal based on the intent of California Charter School Act and the "standards and criteria" outlined above (Education Code Section 47605 d(1))

The legislature's intent regarding accountability for charter schools is to:

- "Improve Pupil Learning" Education Code 47601(a)
- "hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems." Education Code 47601(f)

I) The evaluation of a sound educational program, for the purposes of charter renewal, is assessed based on the following guiding question:

- ◆ **Is the school an academic success?**

II) The evaluation of the capacity of the petitioner to successfully implement the program, for the purposes of charter renewal, is assessed based on the following guiding question:

- ◆ **Is the school an effective, viable organization?**

III) Additionally, for the purposes of the charter renewal, the District assesses the following guiding question:

- ◆ **Has the school been faithful to the terms of its charter?**

Finally, based on the standards and criteria set for in the California Charter Schools Act, petitioners at the time of renewal must submit a charter petition for the subsequent charter term. An evaluation of the petition for a future charter term is evaluated to ensure that:

- A) The petition meets the standards and criteria set forth in Education Code Section 47605.
- B) The petition includes all new laws and regulations relevant to charter schools enacted since the charter was last approved.
- C) Any major amendments to the charter since the last charter term are reviewed, evaluated and incorporated into this staff report.

Relevant OUSD Board Policy re: Charter Schools

BP 0420.4 Philosophy, Goals and Objective; Charter Schools

"Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data."

Prerequisite for Charter Renewal

The CA Charter Schools Act establishes a prerequisite for charter renewal (AB1137) that must be met in order for a charter renewal petition to be considered for renewal. Because this prerequisite only applies to a school once it has been in operation for four years, it does not apply to this charter renewal request because LPS College Park is only in its third year of operation.

Renewal Standard I: Is the school an Academic Success?

This area is divided into **Outputs** and **Inputs**.

- **Outputs** are the Academic Achievement Levels reached by the school’s students.
- **Inputs** are the Educational Program offered by the school.

A school will be deemed an **Academic Success** if it meets the following **Outputs**:

1) School has met or made substantial progress towards meeting all of its “Measurable Pupil Outcomes” as stated in its charter

AND

2) School has achieved at least one of the following:

A) Attained an API score of 800 or higher the year of its renewal request

Or

B) Its performance is better than the performance of the traditional schools the students would have otherwise attended.

Or

C) Its performance is better than surrounding traditional schools that have similar demographics

MEASURABLE PUPIL OUTCOMES

The analysis of the attainment of the Measurable Pupil Outcomes set forth in the LPS College Park charter is as follows:

Measurable Pupil Outcomes set forth in the Charter	Target and Means of Assessment set forth in the charter	Outcome Performance of school
<i>1. Mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility</i>	<i>Graduation Portfolio and Exhibitions graded with public rubrics Benchmark: 100% of Graduates</i>	<i>This outcome states that 100% of the students graduating LPS College Park will have successfully completed Graduation Portfolios and Exhibitions graded with public rubrics. OUTCOME: LPS College Park does not yet have a 12th grade class or a graduating class to evaluate the extent to which the school has attained this target. Site inspection and interviews with leadership did not evidence the progress towards implementation of this goal.</i>
<i>2. A proficiency in reading and writing</i>	<i>Standardized tests and Integrated Writing Assessments. Benchmark: 70% of School by Year 5</i>	<i>School in Year 3 (See Attachment III)</i>
<i>3. A high ranking on California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the</i>	<i>Compare the school’s California Academic Performance Index Similar School’s rank to the Oakland Unified School</i>	<i>School in Year 3 2006 Similar School: No rank, less than 100 students 2007 Similar School:</i>

<i>Oakland Unified School District ranking as a norm.</i>	<i>District's rankings. Benchmark: 6 out of 10 by Year 5</i>	<i>No rank posted yet</i>
<i>4. A high attendance rate using the Oakland Unified School District high schools as a norm.</i>	<i>Compare the school's annual attendance rate to Oakland Unified School District's high school attendance rate. Benchmark: At least 90% attendance at the school.</i>	<i>2006-07 Attendance rate as reported for ADA apportionment: 92.2%</i>
<i>5. A low dropout rate using the Oakland Unified School District rate as a norm. Dropouts are defined as those students who were enrolled in the school, left the school before graduation, and did not enroll in another school or institution of learning.</i>	<i>Compare the school's dropout rate as defined in Pupil Outcome Goals to Oakland Unified School District's high school dropout rate. Benchmark: Less than 5% dropout rate at the school.</i>	<i>1.0% drop-out rate for 2005-06 based on the publicly available information from the web-based CDE DataQuest performance data source.</i>

The first Measurable Pupil Outcome; ***Mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility*** was established for evaluation once the school graduates its first class. At the time of renewal the school has not yet enrolled or graduated a Grade 12 class. Because this outcome goal involves the completion of a Graduation Portfolio and Exhibition, there is no data yet to establish whether or not the school has met this goal.

For purposes of this report, analysis of the second stated Measurable Pupil Outcome; ***proficiency in reading and writing*** was conducted by reviewing the performance rates of students, based on the school's English Language Arts Benchmark Assessment: *Action Learning Systems*. This analysis took into consideration the current performance trends and projected possible student outcomes into the school's 5th year. This limited analysis suggests a possible range of 58% - 68% proficiency in reading and writing achieved by the school in its 5th year. This would establish substantial progress towards meeting its stated goal of 70% proficiency. It is important to note that such analysis is not scientific and performance outcomes are difficult to predict. Nonetheless, this analysis provides some opportunity to evaluate progress towards meeting this goal established for the school's 5th year. (See Attachment III)

Due to the small size of the school in its first year and the timeline for *Similar School API Rankings* to be posted by the State for the school in its second year, there is no similar school ranking available for LPS at this time. Therefore, we cannot assess the progress made towards achieving the school's third Measurable Pupil Outcome; ***A high ranking on California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the Oakland Unified School District ranking as a norm.*** However we have included the Similar Schools API ranking of the comparison schools in the attached Chart. (See Attachment II: Comparison Similar Schools Ranking)

Based on an analysis of school reported and publicly available school performance data, the school has met its fourth stated Measurable Pupil Outcome; ***high attendance rate*** by achieving an attendance rate of 92.2% in 2006-07. (See Attachment II: Comparison Attendance Rates).

Based on an analysis of school reported and publicly available school performance data, the school has met its fifth stated Measurable Pupil Outcome; ***drop-out rate*** by achieving a drop-out rate of 1.0% in 2005-06. (See Attachment II: Comparison Drop-out Rates).

The LPS College Park renewal petition for a future charter term has eliminated the first two Measurable Pupil Outcomes; *proficiency in reading and writing, and mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility*; and replaced them with a single academic performance outcome; *“A positive Ranking on the California Similar Schools Index by the fifth year of the charter using the School District high school ranking as the norm. Benchmark: Scoring at least 6 or higher on the California Academic Performance Similar Schools Index by the fifth year of the charter.”*

It is an expressed concern of staff that, two key academic program goals have been eliminated from the LPS College Park renewal petition; *proficiency in reading and writing, and mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility*. The single remaining academic Measurable Pupil Outcome proposed in the LPS College Park renewal petition does not provide for the assessment and monitoring of the students’ academic progress annually, but rather provides only for an evaluation of the school’s progress in the school’s fifth year of its charter term. In addition, this single academic Measurable Pupil Outcome in the LPS renewal petition, coupled with the attendance rate and drop out rate goals, do not provide a reasonably comprehensive description of the *“extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” CA Education Code; Section 47605(b)(5)(B)*

The attached charter text amendments incorporated into this approval states that the school must provide the District, as a condition of approval a) an academic Measurable Pupil Outcome that can be assessed annually and b) clarification that the currently phrased *“...positive Ranking on the California Similar Schools Index by the fifth year of the charter...”* refers to the 5th year of the subsequent charter term.

Additionally, this report recommends that the school establish, in accordance with the OUSD Charter Renewal Standards, Measurable Pupil Outcome targets that provide for the comparison of the charter school’s performance relative to traditional schools with similar demographics, or traditional schools in which the students would have otherwise attended. This may be accomplished through the possible use of a Memorandum of Understanding (MOU) or charter amendment.

COMPARISON

For the purposes of comparing charter school performance to traditional school performance, the District analyzed:

- **CST scores over time**
- **API scores over time**
- **AYP results over time**
- **CELDT performance over time**

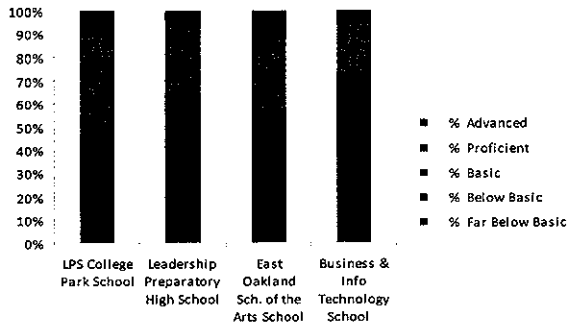
In comparing the school’s performance to the performance of the schools the charter students would have otherwise attended, the following schools have been identified as comparison schools based on a majority of the student population currently attending LPS College Park:

- Leadership Preparatory High School (Leadership)
- East Oakland Leadership Academy (EOSA)
- Business and Information Technology High School (CBIT)

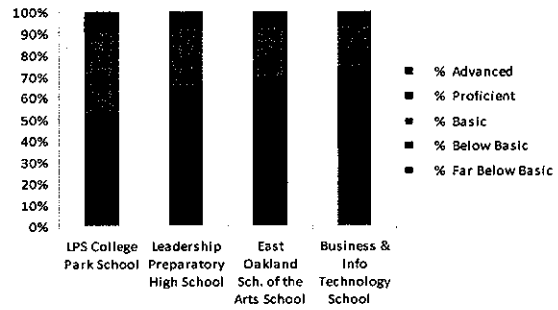
An analysis of the performance of the school against the standards set forth above is as follows:
(See Attachment IV for relevant tables delineating performance results outlined here.)

CST Performance Over Time

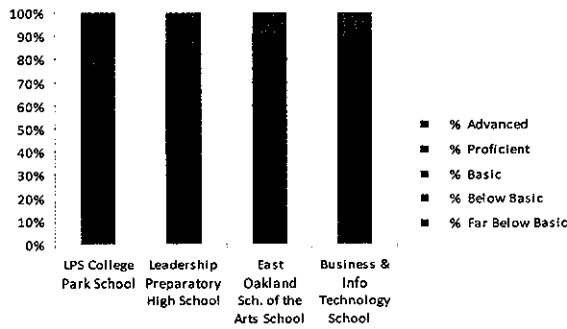
English Language Arts CST 9th Grade 2005-2006



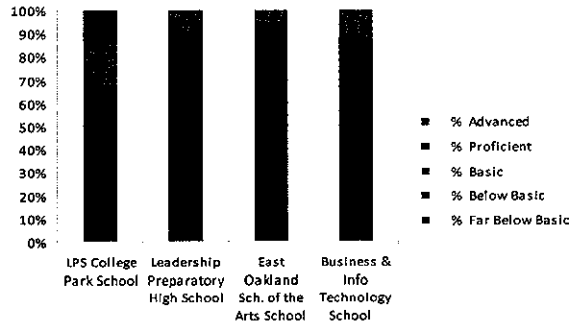
English Language Arts CST 9th Grade 2006-2007



Algebra CST 2005-2006



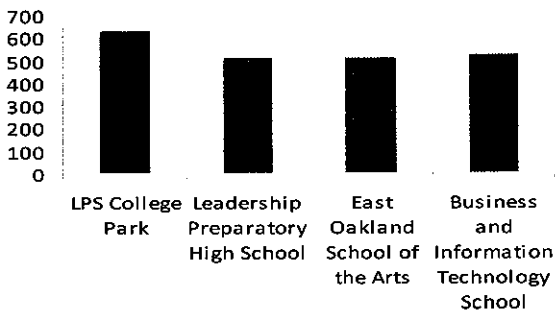
Algebra CST 2006-2007



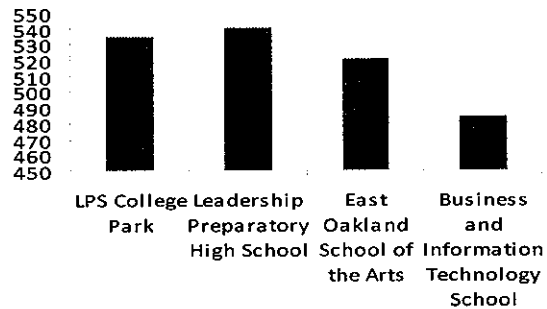
LPS College Park student performance over time based on STAR Test results in English Language Arts and Math is **above the median** performance of students attending the traditional schools the students would have otherwise attended, except in Geometry (See Attachment IV) where the school performs *below the median*.

API Performance Over Time

2006 API Score

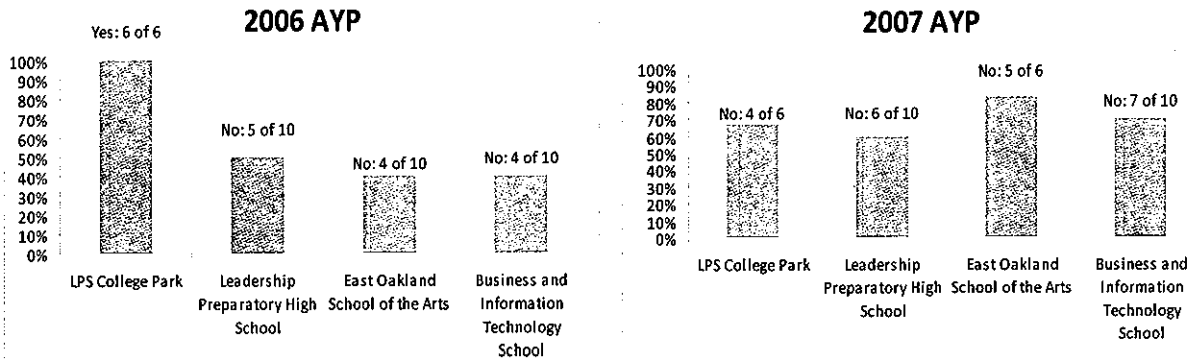


2007 API Score



LPS College Park student performance over time based on California's Academic Performance Index (API) is **above the median** performance of the traditional schools the students would have otherwise attended, however the LPS API dropped significantly from 2006 to 2007 by 85 points.

AYP Performance Over Time (AMO's)

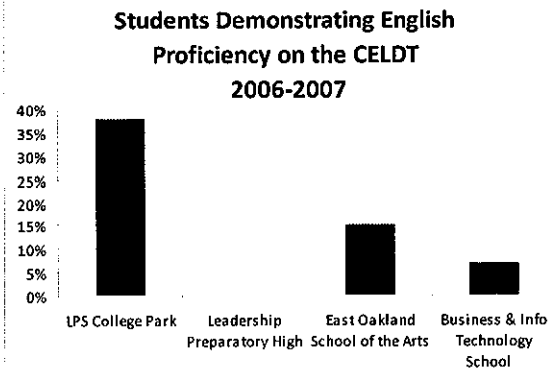


LPS College Park student performance over time based on the Federal Annual Yearly Progress standards (AYP) is **above the median** performance of the traditional schools the students would have otherwise attended, with an average of 83% of its Academic Measurable Outcomes (AMO's) achieved over time. (See Attachment IV)

CELDT Performance Over Time *

LPS College Park student performance at a level of English Proficiency on the CELDT assessment is **above the median** performance of the traditional schools the students would have otherwise attended in 2006-07.

* The school did not have a sufficient number of students to administer the test during the 2005-06 school year.



Overall, based on the OUSD Charter Renewal Standards, LPS College Park is **above the median** academic performance in comparison with the traditional schools their students would have otherwise attended. While the school had a significant drop in API its second year and did not make AYP in its second year, the school continued to **outperform all of its comparison schools** in its CST ELA performance over time and CELDT Redesignation performance and **outperformed most of its comparison schools** in API performance rate and CST Math performance over time.

INPUTS

Charter School Renewal Quality Review

The quality of the school's educational program has been evaluated through a two-day Site Inspection conducted on November 10 and 11, 2007 by a Third-Party Reviewer; Cambridge Education, as well as evaluated through school site inspections conducted concurrently by staff on November 10 and 11, 2007. This inspection evaluated the school's educational program performance against three criteria for the purpose of assessing the school's academic success.

Criteria 1: Improving Student Achievement

A charter school achieving *proficiency* in this area promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and closing achievement gaps of students.

The following findings and evaluation has been determined for LPS College Park based on an analysis of Criteria 1 (*Excerpt from Third-party Quality Review Report, Attached*):

This area of the school's work is **underdeveloped**, which is scaled as a (3) on a five-point rubric with (4) being *proficient*.

"LPS College Park has the expressed mission of "getting 100% of its students to college" which is well-articulated among the school community though not yet embedded in the culture. Clear, measurable student performance goals to achieve this mission are just now being delineated into more defined targets on benchmarks. [...] A 2006-2007 College Park School Improvement Plan further articulates measurable goals for specific areas of student achievement and for school program improvement; however, there is little evidence to show that the school has fully tracked its current progress on these specific goals.

[...] The school dropped by 85 points on its 2007 API growth score to 535 from its 2006 base API of 620 and did not meet its Adequate Yearly Progress (AYP) in the areas of ELA proficiency and the additional indicator of API. There is data, however, that shows that College Park students performed significantly higher than neighboring schools in the Castlemont community on both the 2006 and 2007 STAR, particularly in the areas of Algebra, ELA and World History. The school points to this data to demonstrate the "value-add" of College Park to the east Oakland community. Results from the LPS College Park benchmarks assessment data this year is demonstrating overall student growth in all subject areas from the October 2007 to December 2007 test administrations, but will need to be monitored assess a continuous growth trend throughout the remainder of the year.

There is some evidence that some initiatives are taking root. However the school has much further to go. Classroom instruction is uneven and mostly all teacher-driven, limiting student opportunities for students to actively participate in the learning process. [...] The current school culture is not supportive of the college preparatory curriculum LPS College Park envisions for its students. [...] The school recognizes that student leadership development is limited. Although students attend a Leadership Advisory class, the curriculum for this course lacks focus and is inconsistent. Some work has already begun at the CMO level to develop a more consistent and coherent curriculum for leadership development and college preparation for the Advisory class. However, the school and the CMO made a strategic decision to focus first on basic academic preparation and building closer relationships with students through family meetings and celebrating success."

Criteria 2: Strong Leadership

The leaders of a charter school achieving *proficiency* in this area are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

The following findings and evaluation has been determined for LPS College Park based on Criteria 2 (*Excerpt from Third-party Quality Review Report, Attached*):

This area of the school's work is **underdeveloped**, which is scaled as a (3) on a five-point rubric with (4) being *proficient*.

"All members of the school leadership, the principal, dean of students and the school counselor communicate the mission of the school well. However, the school leadership has been minimally effective in implementing and in putting into practice stated policies and procedures to support an effective learning environment so that students can attain that goal. Negative behaviors and lack of student engagement was addressed at times by administrators and teachers with some individual students one-one-one, but regular and consistent adherence to schoolwide policies is not evident. [...]"

The school principal has reflected on the challenges of the previous two school years and is working with the LPS CMO home office to implement professional development activities that will support a more rigorous academic curriculum. [...]"

The principal is now systematically collecting data on students based on performance in the CMO-wide benchmark assessments. Results from the fall (October 2007) administration of the benchmarks have been discussed with individual teachers, and the results of the winter (December 2007) assessments are now being reviewed. Overall, students are showing growth in all subject areas between the two assessment administrations."

Criteria 3: A Focus on Continuous Improvement

A charter school achieving *proficiency* in this area engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

The following findings and evaluation has been determined for LPS College Park based on Criteria 3. *(Excerpt from Third-party Quality Review Report; Attached):*

This area of the school's work is **underdeveloped with proficient features**, which is scaled as a (3) and a (4) on a five-point rubric with (4) being *proficient*.

"The significant drop in API scores last year coupled with clearer and more specific expectations from the CMO home office has resulted in a much more focused and systematic review and analysis of the LPS College Parks' student performance and progress this year. Processes and structures have now been put in place to monitor student progress more closely and with the intent to make necessary adjustments for improvements in teaching and learning."

The school has not yet developed a comprehensive student progress/monitoring system that would enable it to assess progress and comparison of grades, credit completion, and/or GPA to student performance on benchmark assessments, CAHSEE and STAR. As the use of student data is just beginning, there is little analysis relative to trends in student performance by subgroups nor has the school specifically identified areas for schoolwide focus other than the need to provide more support for EL students in the area of English/Language Arts."

The LPS home office is also closely tracking and monitoring the school's performance data on these [LPS internal] benchmarks in comparison with other LPS sites. Based on STAR results from the last school year, the LPS home office has both re-allocated and enhanced support services throughout the LPS network by providing more curriculum support and coaching from the LPS educational team and access to an LPS data coordinator, as well as specifically at the College Park site, a dedicated full-time counselor and future EL support. It is too soon to assess the effectiveness and impact of these additional resources at the school."

Is the school an Academic Success?

The academic results of LPS College Park in its third year are mixed. Its academic results indicate that over time it is outperforming the traditional schools its students would have otherwise attended in virtually all of the academic standards established in the OUSD Charter Renewal Protocol. At the same time, the over-all performance of students is low. The educational program at LPS College Park is still in its developmental stage. The Third-Party review and Site Inspection conducted by staff makes clear that many of the school's educational program elements will require continued monitoring, as well as the full and successful implementation of its planned initiatives to ensure that the students' academic performance sufficiently advances to achieve the mission of the school. The school must demonstrate quickly that it can establish the behaviors and ethos of a college going culture, consistent with its mission.

Based on an analysis of LPS College Park's performance outcomes and an evaluation of the developmental stage of its educational program following its first two years, a clear determination of its academic success is limited. However, for the purposes of renewal, **the school has met or made progress towards meeting** the three Measurable Pupil Outcomes identified in its charter for which there is sufficient and applicable data. Additionally, **the school has outperformed its comparison District schools** in virtually all areas outlined in the OUSD Charter Renewal Standards. Finally, **the school's Educational Program, while evaluated over-all to be underdeveloped in its third year, is supported by a clear improvement plan, and a strong Management organization.** Therefore, staff has determined for the purposes of renewal, that the school is an Academic Success. In order to ensure that the school is making necessary progress to fulfill its promise, Quality Reviews will be conducted annually by District staff to evaluate, monitor and report on the progress of the school in both the development of its educational program and the academic performance of its students.

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

This area is divided into **Responsible Governance** and **Fiscal Accountability**.

The effectiveness and viability of LPS College Park as an organization has been evaluated through a two-day Site Inspection conducted on November 10 and 11, 2007 by a Third-Party Reviewer; Cambridge Education, as well as through school site inspections conducted concurrently by staff on November 10 and 11, 2007. In addition, the performance of the school within these criteria is assessed based on observations, documentation, and other evidence on record with the District over the term of the charter.

Criteria 4: Responsible Governance

A quality charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

The following findings and evaluation has been determined for LPS College Park based on Criteria 4 (*Excerpt from Third-party Quality Review Report*):

This area of the school's work is **proficient with excellent features**, which is scaled as a (4) and a (5) on a five-point rubric with (4) being *proficient*.

"LPS College Park is managed by Leadership Public Schools, a public non-profit charter management organization. LPS has a twenty-member board made up of individuals with impressive experience and expertise in business, education, charter schools and fundraising. The board has monthly meetings which

are notified at all LPS sites, and a parent and a teacher representative sit as members of the board. All LPS board meetings are held in compliance with the Brown Act.

There is good evidence that the LPS administrative team provides regular reports of its schools' progress, including College Park and that the board monitors the performance of its schools. In addition to presentations and analysis of overall student performance on STAR and on benchmark assessments, the principal reports and regular "dashboards," LPS board members are assigned to specific LPS "site support teams" and make occasional site visits to the schools for which they are assigned. [...]

The LPS board president has a very clear understanding of his role and the role of the board to accomplish the school mission by providing strategic direction and fiscal management and support. There is also recognition by the board that LPS College Park, as a site, is still in the early stages of working to accomplish the broader LPS mission. Because of this, the CMO has been putting more focused attention to assisting the school to become more successful."

Criteria 5: Fiscal Accountability

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

The following findings and evaluation has been determined for LPS College Park based on Criteria 5 (*Excerpt from Third-party Quality Review Report*):

This area of the school's work is **proficient with excellent features**, which is scaled as a (4) and a (5) on a five-point rubric with (4) being *proficient*.

"The LPS board and management team work to closely to effectively monitor the financial plans of Leadership Public Schools as well as the specific budget at each school site through a formal budget process that adheres to required timelines. [...] Various check points are made throughout the year on expenditures and attendance to make sure that the school is adhering to its adopted budget.

The LPS adheres to the audit requirements in law for charter schools, and audits are performed in accordance with Government Auditing Standards. Audit reports for the past two fiscal years show no exceptions or significant deficiencies and delineate income and expenditures by school site. [...] Currently, the classrooms have adequate supplies and materials to support the curriculum, though more enrichment and academic support is needed to fully accomplish the LPS's mission and goals. These include extracurricular activities such as art, music, student clubs and an athletics program, all of which are envisioned to develop well-rounded student leaders who are prepared to succeed in college."

Is the school an Effective, Viable Organization?

The following is taken from the Third-Party Quality Review; *"LPS College Park is an effective, viable organization because of its support from the LPS CMO Home Office. The school receives good services from the LPS network which provides fiscal, operational and programmatic support. The LPS CMO has a strong board and knowledgeable leadership team who are determined to realize the LPS mission. Because of this, the school manages its budget well and has been able to leverage additional personnel to work with and support its students."*

Staff concurs that the school has demonstrated that it has met the criteria necessary to be 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

The following findings and evaluation has been determined for LPS College Park based on Renewal Standard III:

The following is taken from the Third-Party Quality Review; "LPS College Park has met the terms of its charter in the areas of governance and fiscal accountability and compliance. It is still developing in terms of meeting its mission of preparing students to succeed in college and developing effective student leaders. The school is currently serving a targeted population of diverse and traditionally underserved students and has, for some of them, started to make them think about attending college once they graduate from high school. Its success in getting students to college can not yet be measured as the school has not had a graduating class nor does it not yet have seniors. Evidence gathered on the school's academic performance thus far, however, indicates that the school may still be far from providing its students academic and leadership skills necessary for college and beyond.

The LPS Six Pillars of School Design: high expectations, significant support, student leadership, talented staff parent and community involvement and focus on student results exist at LPS College Park but are only in the very early stages of development."

Staff has reviewed the school and deemed that LPS College Park has been compliant in its regulatory elements under its charter term. The school is not yet fulfilling the program goals outlined in its charter; however the initiatives outlined in its improvement plan do align with the areas of need identified for the school.

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for LPS College Park 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 State Administrator approve the charter renewal petition for LPS College Park for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2008 and expire on June 30, 2013. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

The petition contains 18 signatures from teachers meaningfully interested in continuing to teach at LPS College Park, which meets the statutory filing requirement, and the charter contains all of the required affirmations. Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the State Administrator approve the LPS College Park 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.

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 State Administrator's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

Attachment I: Charter Text Revisions

Attachment II: Measurable Pupil Outcome Comparison Data

Attachment III: Reading and Writing Proficiency Projections

Attachment IV: Comparison Schools Data

Attachment V: SUMMARY: OUSD Renewal Protocol: LPS College Park

Attachment VI: Charter School Renewal Quality Review

ATTACHMENT I - 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 one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than 5pm on Friday, February 1, 2008.

Charter Text	Text Reference	Required Revision
"Students can apply for a waiver from the LPS on a case by case basis."	Page 18	As revised for clarification: " <i>Students can apply for a waiver from the LPS <u>requirements</u> on a case by case basis.</i> "
"LPS and the charter authorizer agree to measure the success of the school by the following pupil outcomes:"	Page 19	As revised: " <i>LPS and the charter authorizer agree to <u>consider a measure of the success of the school by to include the following pupil outcomes.</u></i> " The District has developed a comprehensive set of standards and expectations for the evaluation of a charter school's success, consistent with the California Charter Schools Act, for which the prior language does not consider.
Measurable Pupil Outcomes	Page 19, 20	By February 1, 2008 submission of revised charter, the Measurable Pupil Outcomes section of the charter must be revised to the satisfaction of the District to include the following: A) incorporate an academic Measurable Pupil Outcome and target that can be assessed annually, B) revise text to state "... <i>positive Ranking on the California Similar Schools Index by the fifth year of the charter term...</i> "
"Benchmark: 6 out of 10 by Year 5"	Page 20 (table)	As revised: " <i>Benchmark: 6 out of 10 by Year 5 <u>of the charter term</u></i> "
Legal Issues, Governance, and Parental Involvement	Page 24	Pursuant to OUSD Board Policy for charter schools; an approved charter must include a reasonably comprehensive description of the school's parent complaint system. By February 1, 2008 submission of revised charter, an adequate description of the school's parent complaint system must be included.
"Consistent with the intent of the charter law, LPS will strive to ensure that the student population at the school roughly represents the population of the Oakland Unified School District..."	Page 28	As revised: " <i>Consistent with the intent of the charter law, LPS will strive to ensure that the student population at the school roughly represents <u>is reflective of the population of the Oakland Unified School District...</u></i> " Amended to more closely and appropriately align with the statute, CA Education Code 47605(b)(5)(G) <i>The means by which the school will achieve the racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.</i>

<p>“Preferences in the lottery shall be given in the following order:</p> <ol style="list-style-type: none"> 1. Siblings of enrolled students. 2. Children of LPS staff 3. Students who reside within Oakland Unified School District” 	<p>Page 29</p>	<p>Remove “<i>Children of LPS staff</i>” from the text as this preference must first be adequately reviewed and considered by the District prior to approval, pursuant to EC 47605 (d)2)(B) ...<i>Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i></p> <p>Amendment requests to this section may be submitted or additional preferences outlined in a possible Memorandum of Understanding (MOU).</p>
<p>“LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas).”</p>	<p>Page 29</p>	<p>As revised: “<i>LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas) as approved by the District in advance.</i>”</p> <p>EC 47605 (d)2)(B) ...<i>Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i></p>
<p>“An annual independent financial audit will be conducted by a certified public accountant with educational finance experience and will use generally accepted accounting principles.”</p>	<p>Page 30</p>	<p>As revised: “<i>An annual independent financial audit will be conducted by a certified public accountant with educational finance experience that is listed as approved by the State Controller, and will use generally accepted accounting principles.</i>”</p>
<p>“LPS and the charter authorizer agree to negotiate in good faith to continue or revise the current Memorandum of Understanding that establishes the specific financial and service relationship between the parties. This Memorandum of Understanding will accomplish the following, among other things:”</p>	<p>Page 31</p>	<p>As revised: “<i>LPS and the charter authorizer agree to negotiate in good faith to continue or revise the current consider a Memorandum of Understanding that establishes the specific financial and service relationship between the parties. This Memorandum of Understanding will would accomplish the following, among other things:</i>”</p> <p>The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.</p>
<p>Element J: Pupil Suspension and Expulsion</p>	<p>Pages 32-33</p>	<p>Replace all instances in this section where the term “<i>involuntary transfer</i>” is used or referenced with the term “<i>expelled</i>” as this is the term used for this action outlined in the <i>supplemental materials</i> provided by the petitioner as stated in the charter.</p>
<p>“It is agreed that the School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably</p>	<p>Page 34</p>	<p>As revised: “<i>It is agreed may be considered that the School will may have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will may be given</i> :</p>

<p>will be given before any conditions are given or potential charter revocation actions are taken.”</p>		<p><i>before any conditions are given or potential charter revocation actions are taken.”</i> The District intends to adhere to applicable laws as well as the guidelines set forth in the <i>CA Education Code</i> with respect to disputes and/or charter revocation procedures.</p>
<p>“The OUSD Board of Education and/or Superintendent agree to inform the CEO of LPS and the Principal of the School if they are contacted regarding a conflict at the School and to refer the involved parties to the School’s Community Complaint Procedures. Matters unable to be resolved by the District Superintendent or designee and Leadership will be resolved as agreed to in a Memorandum of Understanding.”</p>	<p>Page 34</p>	<p>As revised: <i>“The OUSD Board of Education and/or Superintendent District agrees to inform the CEO of LPS and the Principal of the School if they are contacted regarding a conflict at the School and to refer the involved parties to the School’s Community Complaint Procedures. Matters unable to be resolved by the District Superintendent or designee representative and Leadership Public Schools will may be resolved as agreed to in a Memorandum of Understanding.”</i> The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.</p>
<p>“In a Memorandum of Understanding, the authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.”</p>	<p>Page 36</p>	<p>As revised: <i>“In a Memorandum of Understanding, the authorizing entity and the charter school will may agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will may include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.”</i> The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.</p>
<p>“LPS will commence an independent audit of the school as soon as practicable, or at least within 60 days after the closure of the school.”</p>	<p>Page 37</p>	<p>As revised: <i>“LPS will commence an independent audit of the school as soon as practicable, or at least within 60 days after the closure of the school, to be completed within 6 months of the closure date.”</i> Amended to be <i>aligned</i> with applicable law: Title 5 California Code of Regulations Sections 11962 and 11962.1,</p>
<p>School Closure</p>	<p>Page 35-37</p>	<p>Charter text must “...identify the funding to pay for the [closure] activities.” Applicable law: Title 5 California Code of Regulations Sections 11962 and 11962.1, By February 1, 2008 submission of revised</p>

		charter, a reference must be included to identify the funding source of the school's closure activities.
"The charter requirement for teacher and/or parent signatures is not required for renewal of a charter."	Page 38	Remove: <i>"The charter requirement for teacher and/or parent signatures is not required for renewal of a charter."</i> The District retains the authority to grant renewals pursuant to CA Education Code, Section 47607(a)(2) <i>Renewals and material revisions of charters shall be governed by the standards and criteria in Section 47605, and shall include, but not be limited to a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.</i>

ATTACHMENT II

Measurable Pupil Outcomes

Comparison Similar Schools API Ranking

	LPS College Park	Leadership Preparatory	East Oakland School, (EOSA)	Business & Info Tech (CBIT)
2005-06*	<i>Not enough students</i>	3	1	1

* 2006-07 Similar Schools Ranking is currently unavailable

Comparison Attendance Rate

	LPS College Park	Leadership Preparatory	East Oakland School, (EOSA)	Business & Info Tech (CBIT)	Outfronte (Competition)
2006-07	92.2%	85.5%	92.0%	88.9%	

Comparison Drop-out Rate

	LPS College Park	Leadership Preparatory	East Oakland School, (EOSA)	Business & Info Tech (CBIT)	Outfronte (Competition)
2005-06*	11.0%	3.8%	0.6%	6.6%	

* This rate is based on the "1 year Drop-Out Rate 9-12" from the CDE DataQuest web-based information available for the 2005-06 school year. 2006-07 Drop-Out rate data is currently unavailable.

ATTACHMENT III

LPS College Park performance data for analysis of the school’s progress towards meeting its Measurable Pupil Outcome: **“Proficiency in reading and writing.”**

Analysis conducted based on LPS internal assessments using *Action Learning Systems (ALS)*.

LPS Benchmark Results 9th Grade ELA 06-07	
Growth:	
Oct. 06:	6% Prof. or above
Dec. 06:	17% Prof. or above
Feb. 07:	16% Prof. or above
Apr. 07:	19% Prof. or above
LPS Benchmark Results 10th Grade ELA 06-07	
Growth:	
Oct. 06:	8% Prof. or above
Dec. 06:	13% Prof. or above
Feb. 07:	13% Prof. or above
Apr. 07:	23% Prof. or above

LPS Benchmark Results 9th Grade ELA 07-08	
Decline:	
Oct. 07	18% Prof. or above
Dec. 07	9% Prof. or above
LPS Benchmark Results 10th Grade ELA 07-08	
Growth:	
Oct. 07	6% Prof. or above
Dec. 07	18% Prof. or above
LPS Benchmark Results 11th Grade ELA 07-08	
Growth:	
Oct. 07	24% Prof. or above
Dec. 07	29% Prof. or above

In order to provide adequate evaluation of the extent to which LPS College Park has met or made substantial growth towards meeting their second Measurable Pupil Outcome; Proficiency in reading and writing, the following chart outlines the possible trajectory of performance by the school based on the following assumptions:

- LPS performance for 2006-07 of 9th Grade students indicate students improved by 13% based on assessments given from October through April in the same year.*
- If LPS makes consistent progress each year, by which the same cohort of students experience a performance increase at a rate of 13% each year, the school may be predicted to achieve the following proficiency rates in its 5th year of operation.*
- This analysis is in no way exact and cannot accurately predict performance*

	2005-06	2006-07	2007-08	2008-09	2009-10
LPS ELA Benchmark Assessment 9th Grade	No Benchmark assessments conducted this year.	Oct. – Apr. Average growth 13% growth	Oct. – Apr. Average growth 13% growth	Oct. – Apr. Average growth 13% growth	Oct. – Apr. Average growth 13% growth
Baseline from Apr. 2007 rate		19% proficiency	32% proficiency	45% proficiency	

- LPS performance for 2006-07 of 10th Grade students indicate students improved by 15% based on assessments given from October through April in the same year.*
- If LPS makes consistent progress each year, by which the same cohort of students experience a performance increase at a rate of 15% each year, the school may be predicted to achieve the following proficiency rates in its 5th year of operation.*
- This analysis is in no way exact and cannot accurately predict performance*

	2005-06	2006-07	2007-08	2008-09	2009-10
LPS ELA Benchmark Assessment 10th Grade	No Benchmark assessments conducted this year.	Oct. – Apr. Average growth 15% growth	Oct. – Apr. Average growth 15% growth	Oct. – Apr. Average growth 15% growth	Oct. – Apr. Average growth 15% growth
Baseline from Apr. 2007 rate		23% proficiency	38% proficiency	53% proficiency	

ATTACHMENT IV

Performance Data for the purposes of evaluating the renewal of the LPS College Park charter.

CST Performance Over Time

2006 STAR 9th Grade English Language Arts					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	11%	6%	12%	6%	
Basic/ Proficient/ Advanced	53%	35%	42%	26%	
2007 STAR 9th Grade English Language Arts					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	13%	13%	12%	11%	
Basic/ Proficient/ Advanced	54%	39%	36%	31%	
2006 STAR Algebra					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	0%	0%	0%	0%	
Basic/ Proficient/ Advanced	48%	13%	9%	10%	
2007 STAR Algebra					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	14%	2%	0%	0%	
Basic/ Proficient/ Advanced	32%	9%	5%	20%	

Additional Comparison Data:

2007 STAR 10th Grade English Language Arts					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	0%	4%	4%	3%	
Basic/ Proficient/ Advanced	38%	31%	25%	20%	
2007 STAR Geometry					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	0%	0%	0%	0%	
Basic/ Proficient/ Advanced	4%	9%	5%	8%	

API Performance Over Time

2006 API					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	630	513	508	526	
2007 API					
	LPS	Leadership	EOSA	CBIT	Outcome
Proficient/ Advanced	535	541	521	485	

AYP Performance Over Time (AMO's)

2006 AYP					Outcome
	LPS	Leadership	EOSA	CBIT	
AMO's	YES: 6 of 6	NO : 5 of 10	NO : 4 of 10	NO : 4 of 10	
2007 AYP					
AMO's	NO: 4 of 6	NO : 6 of 10	NO : 5 of 6	NO : 7 of 10	
AMO's Averages	83%	55%	61.5%	55%	

CELDT Redesignation (English Proficiency) Results

2006 CELDT					
English Proficiency		Leadership	EOSA	CBIT	Outcome
		0%	15%	7%	

ATTACHMENT V: SUMMARY: OUSD Renewal Protocol: LPS College Park

I. Is the school an Academic Success?

Has the school met or made substantial progress towards meeting its Measurable Pupil Outcomes?

1	Proficiency in reading and writing	Preliminary projection positive	Progress towards meeting
2	Attendance Rate	92.2%	Met
3	Drop-out Rate	1.0%	Met
4	Grad. Portfolio & Exhibition	Analysis suggests possible, but not applicable.	
5	Similar Schools API	Analysis suggests high, comparison schools are ranked 3, 4, 4	

Is their performance better than the performance of the traditional schools the students would have otherwise attended?

2006 & 2007 STAR 9 th Grade ELA	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	12.5%	9.5%	12%	8.5%	Above Median
Basic/ Proficient/ Advanced	54.5%	37%	39%	28.5%	Above Median
2006 STAR Algebra	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	16.5%	1%	0%	0%	Above Median
Basic/ Proficient/ Advanced	37.5%	11%	7%	15%	Above Median
2007 STAR 10 th Grade ELA	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	6%	4%	4%	3%	Above Median
Basic/ Proficient/ Advanced	38%	31%	25%	20%	Above Median
2007 STAR Geometry	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	0%	0%	0%	0%	N/A
Basic/ Proficient/ Advanced	4%	9%	5%	8%	Below Median
2006 & 2007 API	LPS	Leadership	EOSA	CBIT	
2006	630	513	508	526	Above Median
2007	535	541	521	485	Above Median
2006 AYP	LPS	Leadership	EOSA	CBIT	
AMO's Averages	83%	55%	61.5%	55%	Above Median
2006 CELDT	LPS	Leadership	EOSA	CBIT	
English Proficiency	38%	0%	15%	7%	Above Median

*The school has been evaluated to be "Proficient" in Criteria 1, and at least "Proficient" in either Criteria 2, and/or Criteria 3 set forth in the OUSD Charter School Renewal Quality Review (CSRQR) **

1. Improving Student Achievement	3 rd year school, based on a 5 th year standard.	Underdeveloped
2. Strong Leadership	3 rd year school, based on a 5 th year standard.	Underdeveloped
3. A Focus on Continuous Improvement	Foundation to improve 1 & 2	Underdeveloped, Proficient feat.

II. Is the school an Effective, Viable Organization?

This area is divided into Responsible Governance and Fiscal Accountability.

4. Responsible Governance	Foundation to improve 1 & 2	Proficient, Excellent features
5. Fiscal Accountability	Foundation to improve 1 & 2	Proficient, Excellent features

ATTACHMENT VI: Charter School Renewal Quality Review



Oakland Unified School District

Charter School Renewal Site Visit Report

Leadership Public Schools

College Park

**8601 MacArthur Boulevard, Bldg. 100
Oakland, CA 94605**

Principal: Andrew Gordon

Dates of review: December 10-11, 2007

Lead Reviewer: Ting L. Sun

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

School strengths
School challenges

Part 3: Main findings

Overall evaluation
How well the school meets the renewal site visit criteria

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Leadership Public Schools (LPS) College Park is a small charter high school in its third year of operations. The school currently serves 261 9th-11th grade students and is located within the Castlemont Community of Small Schools in East Oakland as one of four schools sharing a single campus. The mission of the LPS College Park is to "get 100% of its students to college." Student enrollment this year consists of 61% Latino, 35% African American, and 3% Asian and Pacific Islander. Ninety-two (92%) of the students are known to be entitled to a free and reduced lunch.

Approximately 9% of the students have been identified with special needs and 34% have been identified as English Learners (EL), most of whom tested at California English Language Development Test (CELDT) Level 1 and 2, a much higher percentage than the school had anticipated at these levels.

In 2006, LPS College Park had an Academic Performance Index (API) of 620, ranking it 2 statewide. The school's growth API dropped significantly by 85 points in 2007. State rankings for the 2007 Base API will not be available until March 2008.

Part 2: Overview

School Strengths:

- The school provides a physically safe environment for students, and students feel that the school inspires and motivates them to attain the goal of entering and completing college.
- The school is supported by the Leadership Public Schools' network which provides the school with fiscal, operational and programmatic support.
- Several new management structures and systems have been put in place to initiate instructional improvement – these include a results-focused teacher evaluation system, a scaffolded approach to examining benchmark data, and targeted professional development in classroom management, differentiated instruction and in working with English Learners.
- The LPS charter management organization (CMO) home office has developed more specific and detailed goals for student achievement for each site, including this one.
- The LPS Board of Directors closely monitors the progress of the school.
- There is a sound budget development process wherein the school and the LPS CMO home office work collaboratively to develop and manage its annual budget to best meet the needs of the school.
- The school's Algebra 1 scores are particularly high due to good instructional delivery with support in the Academic Numeracy program.

School Challenges:

- The LPS mission of college preparation and leadership skill development is not fully showing impact on students' behavior or in their engagement with their own learning.
- The school does not consistently follow through on stated school requirements and policies.
- The school's API growth scores dropped significantly last year.
- There is an overall lack of rigor, pace and challenge in classroom instruction.
- There is no clear evidence that assessments and interventions are making an impact on the performance of the school's EL population.
- There is currently no clear or consistent curriculum for the Leadership Advisory class.
- There is a lack of engagement from a significant number of parents.

Part 3: Main Findings

Overall Evaluation:

This is an underdeveloped school overall.

Is the School An Academic Success?

LPS College Park has not demonstrated academic success in accordance with its mission and goals for preparing students to be ready for college halfway through its third year. Though College Park students performed higher than neighboring schools in the Castlemont community in Algebra, English/Language arts and World History, the school dropped significantly on its API growth score last year, and performance on state tests (STAR and CAHSEE) is low overall, especially for English Language (EL) students. The delivery of the school's college preparatory curriculum is below par due to an overall lack of appropriate rigor, pace and challenge in classroom instruction. Student engagement and self-motivation was observed to be low in many classes.

While students interviewed confirmed that the school is doing a good job in getting them "to think about going to college," the current school culture is not conducive to developing the actual skills necessary for students to enter and be successful in college. Students show minimal adherence to school rules on behavior (i.e. profanity, tardiness, class disruption) and consequences for violations are inconsistently followed through by the administrators and teachers. Though the physical facility is safe and free of violence, students in general are not focused on learning and do not as a whole demonstrate the Leadership Public School Values of commitment, respect and responsibility.

The school recognizes that it has much more to do to meet its academic goals as a third-year school. Several new initiatives have been implemented this year to support the administration, teachers and students and to hold them more accountable for academic achievement. The impact of these initiatives is not yet fully evident, although very recent data on the school's October and December benchmark testing has shown good growth.

Is the School an Effective, Viable Organization?

LPS College Park is an effective, viable organization because of its support from the LPS CMO Home Office. The school receives good services from the LPS network which provides fiscal, operational and programmatic support. The LPS CMO has a strong board and knowledgeable leadership team who are determined to realize the LPS mission. Because of this, the school manages its budget well and has been able to leverage additional personnel to work with and support its students.

Has the School Remained Faithful to the Terms of Its Charter?

LPS College Park has met the terms of its charter in the areas of governance and fiscal accountability and compliance. It is still developing in terms of meeting its mission of preparing students to succeed in college and developing effective student leaders. The school is currently serving a targeted population of diverse and traditionally underserved students and has, for some of them, started to make them think about attending college once they graduate from high school. Its success in getting students to college can not yet be measured as the school has not had a graduating class nor does it not yet have seniors. Evidence gathered on the school's academic performance thus far, however, indicates that the school may still be far from providing its students academic and leadership skills necessary for college and beyond.

The LPS Six Pillars of School Design: high expectations, significant support, student leadership, talented staff parent and community involvement and focus on student results exist at LPS College Park but are only in the very early stages of development.

Criterion 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.

This area of the school's work is underdeveloped.

LPS College Park has the expressed mission of "getting 100% of its students to college" which is well-articulated among the school community though not yet embedded in the culture. Clear, measurable student performance goals to achieve this mission are just now being delineated into more defined targets on benchmarks. For example, the LPS home office has established specific school performance goals in terms of proficiency on English/language arts (ELA) and math (MA) benchmark assessments for College Park, and the school principal has established an overall goal of 650 points on the school's 2008 API score. A 2006-2007 College Park School Improvement Plan further articulates measurable goals for specific areas of student achievement and for school program improvement; however, there is little evidence to show that the school has fully tracked its current progress on these specific goals.

To date, the school's overall academic performance is low. The school dropped by 85 points on its 2007 API growth score to 535 from its 2006 base API of 620 and did not meet its Adequate Yearly Progress (AYP) in the areas of ELA proficiency and the additional indicator of API. There is data, however, that shows that College Park students performed significantly higher than neighboring schools in the Castlemont community on both the 2006 and 2007 STAR, particularly in the areas of Algebra, ELA and World History. The school points to this data to demonstrate the "value-add" of College Park to the east Oakland community. Results from the LPS College Park benchmarks assessment data this year is demonstrating overall student growth in all subject areas from the October 2007 to December 2007 test administrations, but will need to be monitored assess a continuous growth trend throughout the remainder of the year.

A standards-aligned curriculum is in place and graduation requirements meet minimal entry requirements for the University of California (UC) and CSU. However, LPS College Park has just only just begun in its third year of operations to implement several changes to infuse consistency, rigor and high expectations in the school's educational program. Citing challenges such as the move onto a new campus, an extremely inexperienced teaching staff, and an unexpected influx of low level EL students, the school admits that it was unprepared last year to address the issues that resulted from these challenges. This year, however, with the support of the LPS home office several initiatives have been created to address these issues and are in various stages of implementation. Several new management structures and systems have been put in place to initiate instructional improvement. These include a staff evaluation system with a focus on benchmark growth, a scaffolded approach to examining benchmark data, and targeted professional development in classroom management, differentiated instruction and in working with English Learners. A college counselor has been hired to work with students on college preparation and plans and funding are in place to hire an Academic Intervention Counselor to work with EL students for pull-out and afterschool support to target the low performance of these and other struggling students. A new Dean of Students has also been hired this year to address student behavioral issues.

There is some evidence that some initiatives are taking root. However the school has much further to go. Classroom instruction is uneven and mostly all teacher-driven, limiting student opportunities for students to actively participate in the learning process. Questioning and learning activities in most all classes were rote and mechanical, requiring one-word answers or the copying of vocabulary. Despite the LPS required pacing guides and the instructional delivery model, transitions between learning activities and/or lessons are very long, leaving significant proportions of students non-engaged in direct learning. Classroom management issues exist in many classrooms from lack of student engagement to verbal confrontation between students.

The current school culture is not supportive of the college preparatory curriculum LPS College Park envisions for its students. Hallways are loud and profanity is regularly heard during passing time and in the classrooms. Adherence to the dress code is limited. A number of students do not bring necessary learning materials to school and are regularly seen using cell phones and ipods during class, especially during long transition times. Graffiti and gang symbols are seen in the halls, classrooms and bathrooms. The principal says that this has been brought to the attention of the district as it is a district site. In some classrooms, however, more graffiti mark the walls and cabinets than student work. There is a marked and distinct disconnect between the articulated LPS values outlined in the student/parent handbook and what currently exists in the school.

The school recognizes that student leadership development is limited. Although students attend a Leadership Advisory class, the curriculum for this course lacks focus and is inconsistent. Some work has already begun at the CMO level to develop a more consistent and coherent curriculum for leadership development and college preparation for the Advisory class. However, the school and the CMO made a strategic decision to focus first on basic academic preparation and building closer relationships with students through family meetings and celebrating success.

The administrators, counselor and teachers state that parental support at the school is a challenge because of the community that it serves and is making some additional efforts to engage and involve more parents in the activities of the school. The 30 hours parent participation requirements are not being followed, but the school is planning family/community activities with a small group of dedicated parents in an effort to draw in more parents to the school. The small group of parents who spoke with the site visit team feels the school makes good efforts to inform all parents of their child's progress through progress reports and phone calls from the teachers.

Criterion 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.

This area of the school's work is underdeveloped.

All members of the school leadership, the principal, dean of students and the school counselor communicate the mission of the school well. Students interviewed report that the school inspires and motivates them to attain the goal of entering and completing college. However, the school leadership has been minimally effective in implementing and in putting into practice stated policies and procedures to support an effective learning environment so that students can attain that goal. Negative behaviors and lack of student engagement was addressed at times by administrators and teachers with some individual students one-one-one, but regular and consistent adherence to schoolwide policies is not evident. Classroom rules, for example, are not followed in many classes and consequences for not following through on these rules are not evident. Graffiti and gang-related symbols, as another, have remained on walls and cabinets since the beginning of the school year.

The school principal has reflected on the challenges of the previous two school years and is working with the LPS CMO home office to implement professional development activities that will support a more rigorous academic curriculum. Ten of the fourteen staff are new to the school this year, but the current staff are reflective of greater teaching experience overall than the staff last year. The principal is now visiting classrooms more regularly and is developing professional goals with each teacher. The impact of these changes is not yet completely evident. For example, although classroom boards are required to have lesson objectives and lists of class activities as outlined through the LPS instructional delivery model, adherence to this varies and is inconsistent from teacher to teacher.

The principal is now systematically collecting and analyzing data on students based on performance in the CMO-wide benchmark assessments. Results from the fall (October 2007) administration of the benchmarks have been discussed with individual teachers, and the results of the winter (December 2007) assessments are now being reviewed. Overall, students are showing growth in all subject areas

between the two assessment administrations. Trends within subgroups have not yet been analyzed and understanding the cause and effect that impacted this growth may be limited until further data is collected throughout the year. Although individual student performance is shared with parents, there is no evidence that school wide performance on these assessments nor on other performance such as STAR is communicated to parents or students so that there is a better understanding of how that student is performing compared to statewide student performance.

The school site leadership is further supported by the leadership team of the LPS charter management organization, who have expertise and direct experience in working with the policies and laws that govern charter schools. There is solid support from the LPS leadership to making the LPS sure the vision and mission is realized at this school as evidenced by the allocation of additional resources to the site for a counselor, a dean of students, an EL specialist and additional LPS educational team/coaching support.

To support student academic and emotional needs, the school leadership has engaged in a few community partnerships with organizations such as the UC Berkeley College of Engineering, and the Children's hospital at Youth Uprising to support students at the school. LPS also holds a three-day Freshman Academy at Stanford University in the late summer to induct middle schoolers into a college-preparatory high school. The school principal and counselor understand these partnerships are still limited and would like to engage in more community partnerships to better and more fully serve their students' needs. The school is also making more efforts to increase parental involvement in the school through family meetings and raffle activities.

Criterion 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.

This area of the school's work is underdeveloped with proficient features.

The significant drop in API scores last year coupled with clearer and more specific expectations from the CMO home office has resulted in a much more focused and systematic review and analysis of the LPS College Parks' student performance and progress this year. Processes and structures have now been put in place to monitor student progress more closely and with the intent to make necessary adjustments for improvements in teaching and learning. Using the results of the October benchmark assessments, the principal met with each teacher to discuss progress, areas of strength and areas in need of improvement on specific academic content standard areas. The teacher observation/evaluation system also reflects an emphasis on student performance results. The college counselor is just starting to put a "student progress check" system in place for students with low GPAs. It is too soon, however, to measure the impact of these newly created systems on overall teaching and learning or student engagement.

The school has not yet developed a comprehensive student progress/monitoring system that would enable it to assess progress and comparison of grades, credit completion, and/or GPA to student performance on benchmark assessments, CAHSEE and STAR. As the use of student data is just beginning, there is little analysis relative to trends in student performance by subgroups nor has the school specifically identified areas for schoolwide focus other than the need to provide more support for EL students in the area of English/Language Arts.

The LPS home office is also closely tracking and monitoring the school's performance data on these benchmarks in comparison with other LPS sites. Based on STAR results from the last school year, the LPS home office has both re-allocated and enhanced support services throughout the LPS network by providing more curriculum support and coaching from the LPS educational team and access to an LPS data coordinator, as well as specifically at the College Park site, a dedicated full-time counselor and future EL support. It is too soon to assess the effectiveness and impact of these additional resources at the school.

Criterion 4: Criterion 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.

This area of the school's work is proficient with excellent features.

LPS College Park is managed by Leadership Public Schools, a public non-profit charter management organization. LPS has a twenty-member board made up of individuals with impressive experience and expertise in business, education, charter schools and fundraising. The board has monthly meetings which are notified at all LPS sites, and a parent and a teacher representative sit as members of the board. All LPS board meetings are held in compliance with the Brown Act.

There is good evidence that the LPS administrative team provides regular reports of its schools' progress, including College Park and that the board monitors the performance of its schools. In addition to presentations and analysis of overall student performance on STAR and on benchmark assessments, the principal reports and regular "dashboards," LPS board members are assigned to specific LPS "site support teams" and make occasional site visits to the schools for which they are assigned.

Board meetings are open and minutes can be made available to the public upon request. Board agendas are posted at school sites and on the LPS website. There is solid evidence that board bylaws and policies are in place and there are comprehensive policies on conflicts of interest and address the disqualifications of interested parties. There is also a community complaints procedure to ensure adequate resolution of any parent or community concerns – however, this may not be clearly noticed to parents as it is not in the parent/student handbook. Input from parents can also be directed through parent councils at each LPS site. In the case of LPS College Park, the parents involved in the council were asked to join by the principal and provide him with feedback on the school.

The LPS board president has a very clear understanding of his role and the role of the board to accomplish the school mission by providing strategic direction and fiscal management and support. There is also recognition by the board that LPS College Park, as a site, is still in the early stages of working to accomplish the broader LPS mission. Because of this, the CMO has been putting more focused attention to assisting the school to become more successful.

All required reports to the district have been submitted in accordance with timelines established.

Criterion 5: Fiscal Accountability

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

This area of the school's work is proficient with excellent features.

The LPS board and management team work to closely and effectively monitor the financial plans of Leadership Public Schools as well as the specific budget at each school site through a formal budget process that adheres to required timelines. The College Park principal works with LPS fiscal director to develop its annual budget and reports that he has a good degree of "creativity" which enables him to build a budget specific to his site. Various check points are made throughout the year on expenditures and attendance to make sure that the school is adhering to its adopted budget.

The LPS adheres to the audit requirements in law for charter schools, and audits are performed in accordance with Government Auditing Standards. Audit reports for the past two fiscal years show no exceptions or significant deficiencies and delineate income and expenditures by school site. An administration fee of 7% of state and federal revenues is charged to each school site to cover services

from the CMO home office. The LPS Chief Executive officer reported that 20% of the College Park school budget went to facilities last year. This year, that percentage has lowered to 4%, allowing more of the budget to go to directly supporting students. Currently, the classrooms have adequate supplies and materials to support the curriculum, though more enrichment and academic support is needed to fully accomplish the LPS's mission and goals. These include extracurricular activities such as art, music, student clubs and an athletics program, all of which are envisioned to develop well-rounded student leaders who are prepared to succeed in college. The board realizes that as all of the LPS school sites shift from "start-up" to "sustainability" the focus of its fundraising will have to shift to these areas as well and has developed a plan to raise \$800,000 - \$1 million to support these efforts, with \$400,000 already raised.

School name: LPS College Park

School Quality Review	5	4	3	2	1
Overall evaluation score			X		

Criterion 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.		5	4	3	2	1
Criterion 1 overall score:				X		
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards				X	
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended			X		
1.3	Demonstrates high expectations for student achievement			X		
1.4	Provides a challenging and coherent curriculum for each individual student				X	
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students				X	
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement			X		
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism			X		
1.8	Productively engages parental and community involvement as a part of the school's student support system				X	
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice			X		
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process			X		

Criterion 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.		5	4	3	2	1
Criterion 2 overall score:				X		
2.1	Effectively communicates and engages stakeholders in the vision mission of the school			X		
2.2	Consistently puts into practice the educational program outlined in its charter.				X	
2.3	Generates and sustains a school culture conducive to staff professional growth				X	
2.4	Actively monitors and evaluates the success of the school's program			X		
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer		X			
2.6	Treats all individuals with fairness, dignity and respect		X			
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate		X			
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success			X		
2.9	Abstains from any decision involving a potential or actual conflict of interests		X			
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter			X		
2.11	Engages community involvement in the school			X		

Criterion 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.		5	4	3	2	1
Criterion 3 overall score:				X		
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement.		X			
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction			X		
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.		X			
3.4	Uses student assessment results to improve curriculum and instruction.			X		
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.			X		

Criterion 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.		5	4	3	2	1
Criterion 4 overall score:			X			
4.1	Ensure that policies are implemented in a fair and consistent manner.		X			
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate.	X				
4.3	Seek input from impacted stakeholders.			X		
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter.		X			
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.			X		

Criterion 5: Fiscal Accountability: A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.		5	4	3	2	1
Criterion 5 overall score:			X			
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.		X			
5.2	Conducts an annual financial audit which is made public.	X				
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.	X				
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.		X			