OAKLAND UNIFIED SCHOOL DISTRICT
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TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent
            Gail Greely, Coordinator; Office of Charter Schools

DATE: April 13, 2011

RE: American Indian Public High School
            Charter Renewal Request

ACTION REQUESTED:

Approve American Indian Public High School 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 Charter Schools Act, Education Code §47605, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions and deadlines below.

BACKGROUND:

I. School Description and Key Program Elements:

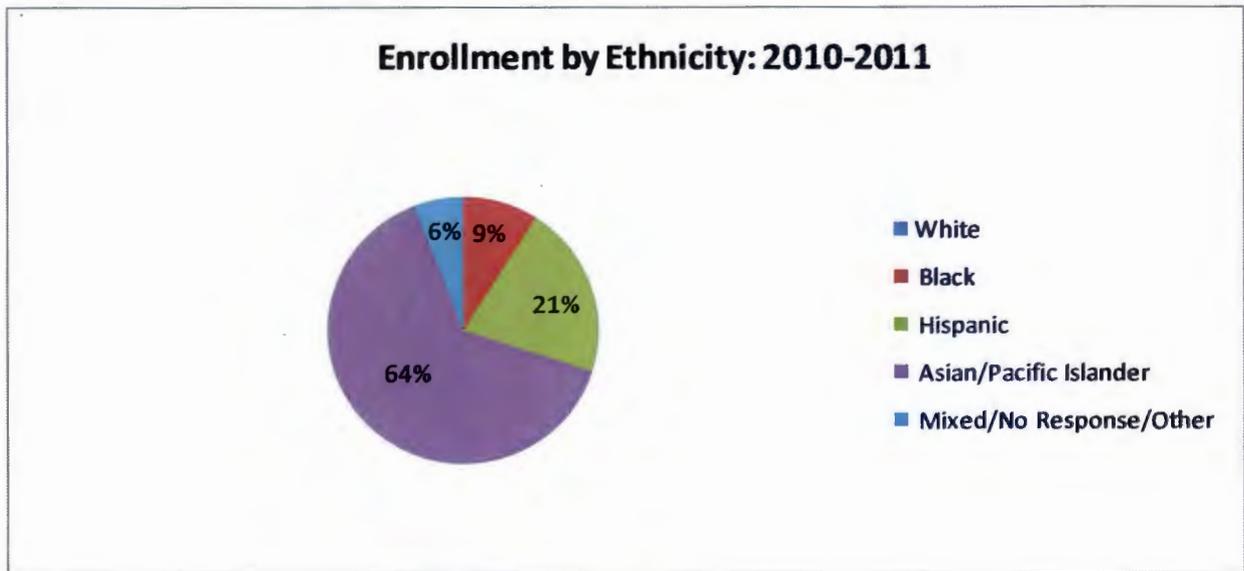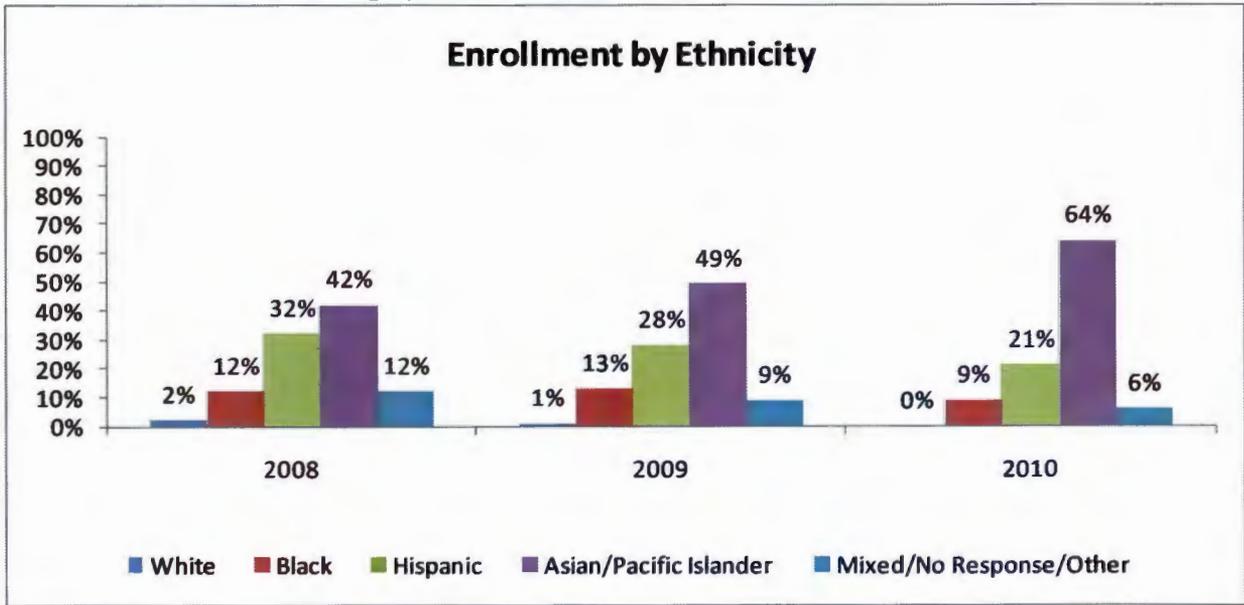|			
Opening Year	2006	**Grades**	9-12
Term Approval	2006	**Attendance Area**	SKYLINE
Renewal Date	6/30/2011	**Board District**	6
Term	FIRST	**Funding**	Locally-Funded

The school is not currently in Program Improvement.

The following table describes their enrollment growth:

YEAR	2006-07	2007-08	2008-09	2009-10	2010-11
GRADES	9-10	9-11	9-12	9-12	9-12
ENROLL	72	95	118	120	143

CERTIFIED:

Edgar Rakestraw, Jr., Secretary
Board of Education

The school's enrollment demographics are as follows:

Enrollment by Ethnicity

Bar chart data:

	White	Black	Hispanic	Asian/Pacific Islander	Mixed/No Response/Other
2008	2%	12%	32%	42%	12%
2009	1%	13%	28%	49%	9%
2010	0%	9%	21%	64%	6%

■ White   ■ Black   ■ Hispanic   ■ Asian/Pacific Islander   ■ Mixed/No Response/Other

Enrollment by Ethnicity: 2010-2011

Pie chart: 6%, 9%, 21%, 64%

■ White
■ Black
■ Hispanic
■ Asian/Pacific Islander
■ Mixed/No Response/Other

	2009-10	2010-11
Free & Reduced Lunch *	95%	86%
Special Education	0%	3%
English Language Learners	2%	3%

* NOTE: Schools have reported the Free & Reduced Lunch percentages upon request, which are reported here.

AIPHS proposes to locate at two campuses for the 2011-2016 school years: 3637 Magee Avenue and 171 12th Street.

Program Summary:

As outlined in the <u>EXISTING</u>, charter petition for the prior term:

<u>School Mission:</u>
American Indian Public High School's (AIPHS) goal is to provide strong academic skills in English Literature and Mathematics to minority and socio-economically disadvantaged students. Since we believe that a high rate of student attendance is a way to ensure academic achievements in all subjects, AIPHS will focus on achieving a 97% attendance rate. AIPHS believes that high expectations lead to high-achieving students and emphasizes the values of hard work and self-discipline.

<u>Program's Distinguishing Features:</u>
AIPHS will utilize small, structured classrooms that will provide the discipline and individualized attention necessary for success. The curriculum will require four years of math, science, and English, and will include the use of a 196-day calendar for an extended learning year. Low-achieving students are required to participate in mandatory extra tutorial time (4-6 hours per week after school and on Saturdays). AIPHS courses will prepare students to exceed the CA Content Standards for relevant subjects and to exceed the A-G requirements for UC/CSU systems.

The following represents an excerpt of the program description set forth in the school's Charter Renewal Performance Report:

AIPHS will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science, social studies, foreign language, performing arts, and college planning. This model has proven to be successful at American Indian Public High School throughout the term of its previous charter. To date, 100% of our tenth grade students have passed the California High School Exit Exam (CAHSEE) on their first attempt and many of them have achieved perfect scores. In 2009 and 2010, 67% and 78.5% of AIPHS's graduates passed at least one AP exam, compared to 22% of public high school graduates in California and 16% of graduates nationwide. The school finished the 2009-2010 school year with an API score of 976 and was the third highest performing high school in California. With an API of 976, AIPHS is the highest performing school in the Oakland Unified School District, while continuing to serve an 86% low-income, 100% minority population.

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet their needs. At AIPHS small classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds.

AIPHS has proven that continuing an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, we will provide an environment that will ensure that students not only continue to meet, but also exceed the language arts, mathematics, science and social studies requirements on California standardized tests and achieve passing scores on AP exams.

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the "standards and criteria" set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act **(bold emphasis added);**

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**.

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.

(2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERION** so that charter renewal **may be** considered.

AIPHS: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Y
Did school attain API Growth Target in two of last three years?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Y
Is the school ranked 4 or higher on API in two of last three year?	Y
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	Y
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Y
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y

STANDARDS AND CRITERIA

OUSD Charter Renewal Standards

Oakland Unified School District, in an effort to develop a **Balanced Performance-Based Accountability System**, 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 § 47605 d(1))*

Staff, in its evaluation of charter schools for purposes of renewal, is guided by the legislature's intent regarding accountability for charter schools, which is to:
Education Code 47601(a-g) (emphasis added)

➤ "**Improve Pupil Learning**"

➤ "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**."

Staff, in its evaluation of charter schools for purposes of renewal, is also guided by the legislature's intent to create schools that:

➤ "**Increase learning opportunities** for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving."

➤ "Encourage the use of **different and innovative teaching methods**."

➤ "Create **new professional opportunities for teachers**, including the opportunity to be responsible for the learning program at the school site."

➤ "Provide parents and pupils with **expanded choices** in the types of educational opportunities that are available within the public school system."

➤ "Provide vigorous competition within the public school system to **stimulate continual improvements in all public schools**."

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:

I.   Authorizer Evaluation

    a. Review of charter school academic performance over prior charter term

    b. Comparison of charter school academic performance to other public school options

    c. Evaluation of program implementation and operational effectiveness

        i. Accomplished through:

            1. Data Analysis

            2. Document review and evaluation

            3. On-site visitation records

            4. 3-Day site inspection w/ stakeholder focus groups & classroom observations

            5. Review of compliance w/ state/federal requirements for charter schools

II.   Charter School Performance Reporting

    a. Development of Performance Report pursuant to Charter School Quality Standards

    b. Development of Renewal Charter Petition for subsequent charter term

    c. Public Hearing presentation

    d. Stakeholder Focus Group Responses; administrators, staff, students, and parents

    e. Self-Evaluation prior to 3-Day Site Inspection

III.   Third-Party Independent Audit*

    a. Analysis of data

    b. Evaluation of program implementation and operational effectiveness

        i. Accomplished through

            1. Data Analysis

            2. Document review and evaluation

            3. 2-Day site inspection w/ stakeholder focus groups & classroom observations

            4. Review of faithfulness to the terms set forth in the charter

*For some schools, including American Indian Public High School, a Third Party Audit was not utilized. This was due to a combination of factors, including limited available funding, the fact that American Indian Public Charter School, which has the same governing board, underwent a Third Party Audit for its simultaneous renewal in the current year, and staff confidence in its ability to effectively evaluate the school in the absence of the Third Party.

Pursuant to CA Education Code section 47605 we ask;

I.   IS THE SCHOOL AN ACADEMIC SUCCESS?

An evaluation of the *soundness of the educational program*, for the purposes of charter renewal, by reviewing student performance outcomes and program implementation.

Criteria 1: Improving Student Achievement

Criteria 2: Strong Leadership

Criteria 3: A Focus on Continuous Improvement

II.   IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

An evaluation of the *capacity of the petitioner to successfully implement the program*, for the purposes of charter renewal, by reviewing the financial oversight and governance of the school.

Criteria 4: Responsible Governance

Criteria 5: Fiscal Accountability

III.   HAS THE SCHOOL BEEN FAITHFUL TO THE TERMS OF ITS CHARTER?

An evaluation of the charter to assess the alignment to the program as approved. This process involves reviewing, when changes have occurred, what information and circumstances motivated the changes and what the results of the changes were with respect to achieving the school's stated outcome goals.

In addition;
An evaluation of the charter petition submitted for a future charter term is conducted 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.

PLEASE NOTE:

This report is not exhaustive. Many areas would benefit from greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent in most areas is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

* The charter school generated **PERFORMANCE REPORT NARRATIVE** and supporting documents provided within the initial petition submission and referenced in this report, serve to expand the discussion and evidence based of the school's performance.

- **Outputs** are the Academic Achievement Levels reached by the school's students.

Improving Student Achievement: Measurable Pupil Outcomes

The school has met the majority of the Measurable Pupil Outcomes outlined in its charter. The school opened in 2006. In **2007** the school API performance score was 940. As of **2010** the school API performance score was **976**. Over the prior four years, the school has grown their API by **36** points, an **average growth of 9 points each year**.

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

MET or SUBSTANTIAL PROGRESS MADE

Measurable Pupil Outcomes	Instrument	Target	Progress
Average daily attendance (ADA) will meet or exceed 97% each year.	ADA	Meet or exceed 97%	Met; AIPHS has an average attendance rate of over 99% for the past four years
At least 90% of students will graduate.	Graduation data	At least 90%	Met; 2009 Graduation rate was 100%, 2010 Graduation rate was 100%
At least 75% of graduates will go to college.	College acceptance data	At least 75%	Met; For each graduating class thus far, 100% of 12th grade students were accepted to and enrolled in a 4-year college. The school tracks college enrollment through its foundation whereby teachers mentor graduates as they enter college.
Dropout data lower than neighboring high schools.	Dropout rate (to ensure equivalent measures, CDE data used for analysis)	Lower than neighborhood schools	Met; CDE Data for 1 year adjusted dropout rate: (see table below)
70% of students will pass CAHSEE by the end of 10th grade.	CAHSEE	70%	SEE CAHSEE Table Below; 100% of 10th grade students have passed the CAHSEE since the first administration in 2007
CA Content Standards total reading, total math and total language scores at or above the 50th percentile.	CA Content Standards	above 50th percentile	SEE CST Tables Below; 90% of students are at or above the 50th percentile in ELA; 86% of students are at or above the 50th percentile in Math

Dropout data detail:

CDE Data for 1 year adjusted dropout rate:

School	2006-2007	2007-2008	2008-2009
AIPHS	0.0%	1.0%	6.5%
Oakland High	3.9%	3.7%	5.9%
Oakland Tech	12.0%	5.0%	6.8%
Skyline	4.8%	3.0%	5.0%

(2009-2010 CDE data unavailable)

School provided data:

School	2009-2010
AIPHS	0.0%
Oakland High	3.7%
Oakland Tech	5.0%
Skyline	3.0%

(Staff was unable to verify the above data)

The measurable Pupil Outcomes set forth in the charter petition for the next charter term represent an **improvement** to the measurability of the pupil outcomes set forth in the current charter petition. Additionally, the Office of Charter Schools has engaged with the school to further refine and clarify several Measurable Pupil Outcomes, found in Appendix I: Required Text Revisions.

Measurable Student Outcomes

The School's outcomes are designed to align with the school's mission, curriculum and assessments and the California State Standards for courses offered at AIPHS. Upon graduation from the school, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

Academic Achievers who:
1. produce quality work across the curriculum
2. are extremely knowledgeable of literature
3. compute and solve advanced math problems
4. are knowledgeable about educational pathways and career choices
5. are eligible for college by completing required coursework and equipped with the necessary skills to succeed in higher education

Effective Communicators who:
1. demonstrate skills of speaking, listening, reading, and writing in a variety of situations
2. collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
3. read and respond accurately and analytically to text questions
4. express themselves effectively through writing

Critical Thinkers who:
1. know how to access information and integrate knowledge
2. identify and use resources effectively to gather, communicate, and evaluate information
3. demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner
4. critically analyze information and draw conclusions

Life-long Learners who:
1. are open to discovery, develop an enthusiasm and interest for learning
2. are adaptive to a wide array of professional and cultural settings
3. are goal-oriented and understand the importance of hard work and continual goal setting

Socially Responsible Citizens who:
1. are aware and understand the relevance of different histories and cultures in society
2. are leaders within their families and settings who contribute to the improvement of life in their school and community
3. demonstrate personal responsibility and integrity
4. are environmentally conscious and responsible

Technologically Literate Citizens who:
1. access and interpret information using technology
2. generate documents, spreadsheets, presentations, and mathematical computations using technology
3. are able to adapt to new and emerging technologies

AIPHS will be held accountable for student achievement in the following ways:
1. California STAR results: At least 70% of 9th, 10th, and 11th grade students will test proficient or advanced in math, language arts, science, and history.
2. Attendance Rate: The school's rate of attendance will meet or exceed 98% each of the next five years.
3. California High School Exit Exam: 80% of students will pass the CAHSEE by the end of 10th grade.
4. Advanced Placement Exams: 50% of students will pass at least 1 AP exam by the end of 12th grade.
5. UC "a-g" requirements: 80% of students will meet or exceed the UC "a-g" requirements by the end of 12th grade.
6. College Acceptance Rates: 100% of 12th grade students will obtain acceptance into a 4-year college.

Academic Performance Index
AIPHS will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, AIPHS will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. AIPHS will incorporate the Content Standards for California Schools in the curriculum. AIPHS will update to all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

CONSIDERATIONS:

Admissions Requirements

Neither the current, nor the proposed, charter list any explicit admissions requirements.

- Page 14 of the submitted petition states: "AIPHS's target population is heterogeneous, thus the school will provide additional support to students who require it so that all students can successfully access the curriculum."

- Page 40 of petition states: "The only admission requirement is that students wishing to attend AIPHS must follow the school's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines."

- In Appendix I of the proposed charter, the 2011-2012 Enrollment Guide states in the first paragraph: "We admit all California students who wish to enroll in grades 9 through 12 without regard to the residence of the pupil and subject only to the capacity of the school."

However, during the site visit, District staff learned that the school requires that students entering ninth grade must have already taken and passed Algebra I.

- Stated elsewhere in the Enrollment Guide (Appendix I): "AIPHS admits all students who wish to attend, who have completed the required math course, and who submit a completed registration form by January 14, 2011."

- In addition, the school's "Enrollment Assurances" document states, "I understand that my child's enrollment at AIPHS is conditioned upon the following requirements...1. My child will have completed and earned a passing grade in Algebra 1 prior to the first day of the regular school year. This may be at the student's middle school, a community college, or through an online course pre-approved by AIPHS." The school's admissions documentation provides no indication of who will bear the cost of summer completion of Algebra I.

- The school indicated during the charter renewal site inspection that it has no mechanism for supporting students who have not taken and passed Algebra I, and staff stated that the school is unable to offer students Algebra I consistent with their current program.

The District rubric used to evaluate charter petitions requires an assurance that the school will not impose admission requirements OR, if the school proposes to have requirements, that it provide a precise description of those requirements, a compelling statement regarding why they are essential to fulfillment of the school's mission, and a specific plan for the school will incorporate the requirements into any random drawings. Prior practice of the school to insert admissions requirements into its handbook, though required by law to describe all such requirements in their charter, warrants greater scrutiny and justifies the required charter revisions contained herein pertaining to this area of operation.

- Though not explicitly stated as such, the requirement to have taken and passed Algebra I is a *de facto* admissions requirement based on academic performance, which is not required in order to fulfill the mission of the school to "...provide strong academic skills in English Literature and Mathematics to minority and socio-economically disadvantaged students." It therefore does not justify the exclusion of "students who wish to attend" who do not meet this criterion.

- The Charter Schools Act states that charter schools shall preference district students for admission. Based on the district data regarding student performance in Algebra 1, reflected in the below table, the school's policy effectively eliminates as many as half of district students who may be interested in attending the school.

2009-2010 OUSD District-wide Data on Algebra I CST Scores by Grade Level

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested						232	2,095	1,433	524	195
% of Enrollment						9.1 %	83.4 %	57.4 %	20.3 %	9.1 %
Students with Scores						232	2,077	1,423	515	193
Mean Scale Score						407.4	308.5	286.0	270.9	282.6
% Advanced						36 %	6 %	1 %	1 %	0 %
% Proficient						38 %	17 %	9 %	6 %	9 %
% Basic						19 %	22 %	22 %	11 %	18 %
% Below Basic						7 %	37 %	43 %	43 %	44 %
% Far Below Basic						1 %	19 %	25 %	39 %	29 %

- As part of its petition for a subsequent term, the school is required to make a text revision stipulating that all students will be admitted to the school regardless of the academic performance prior to entry, IEP placement requirements notwithstanding. The school will admit all students who wish to attend. Additionally, the school shall not include within any aspect of its enrollment procedures any requirement of any student to have completed any coursework, nor shall the failure to complete any coursework successfully while enrolled within the school be considered grounds for expulsion or disenrollment.

- Staff has engaged with the school during the renewal process, and the school has shared its intention to eliminate this admission requirement, and to establish a process whereby students who have not successfully completed Algebra I are enrolled in the school and supported in successfully completing the school's sequence of math courses.

Satellite Campus
The petition for the subsequent term proposes to offer courses at a second location, 171 12th Street (current location of AIPCS II), as a satellite 9-12 campus. The school does not intend to offer preference to students attending either AIPCS or AIPCS II.

Enrollment Preference
The petition included at page 41 an admission preference for "Siblings of currently enrolled students or graduates of AIPHS". As with renewal of the charter for American Indian Public Charter School, a text revision is being required to limit the preference to siblings of currently-enrolled students to ensure access to the program for a wide range of students.

STAR Testing Performance, API Results, & AYP Results

CST English Language Arts (Performance Over Time)

YEAR	P/A	B/P/A
2007	91%	100%
2008	92%	100%
2009	96%	100%
2010	97%	100%

CST ELA

| Year	Proficient/Advanced	Basic/Proficient/Advanced
2007	91%	100%
2008	92%	100%
2009	96%	100%
2010	97%	100%
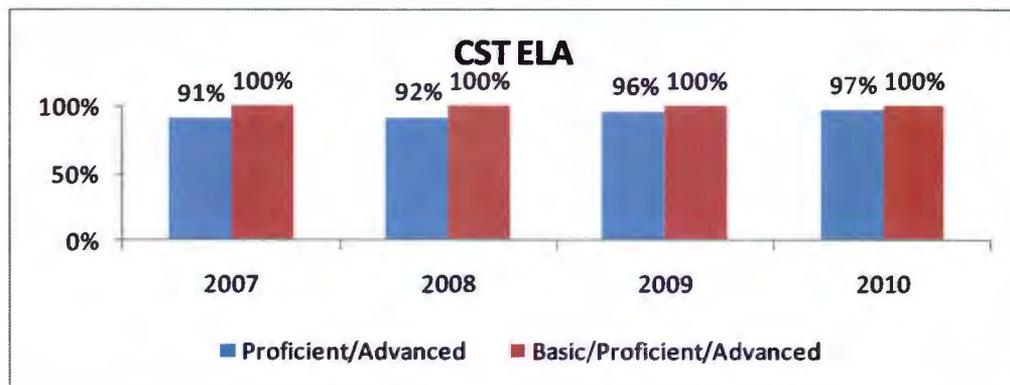
CST Mathematics (Performance Over Time)

YEAR	P/A	B/P/A
2007	76%	91%
2008	75%	99%
2009	86%	98%
2010	96%	99%

CST Math

Year	Proficient/Advanced	Basic/Proficient/Advanced
2007	76%	91%
2008	75%	99%
2009	86%	98%
2010	96%	99%
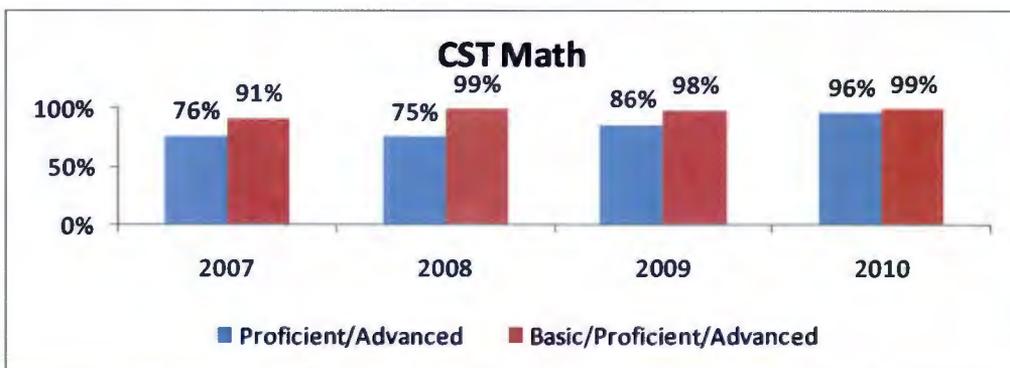
API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2007	940	10*	N/A
2008	958	10*	N/A
2009	946	10	N/A
2010	976	Pend	Pend

*API calculated for small school

Growth API

Year	API
2007	940
2008	958
2009	946
2010	976
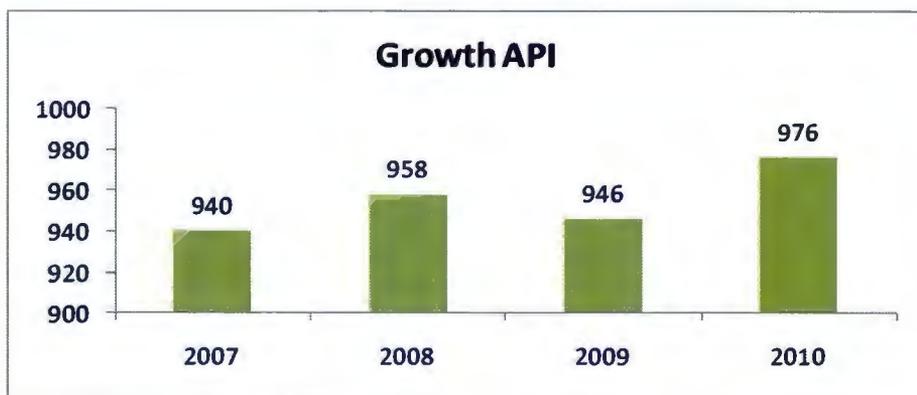
2007	2008	2009	2010	GROWTH
940	958	946	976	**36 pts**

AYP (Performance Over Time)

	2007	2008	2009	2010
AYP Met?	YES	YES	YES	YES
AMO's	100%	100%	100%	100%

➤ The school has demonstrated **steady and continuous growth in student CST performance** in both English Language Arts and mathematics over the past four years;

➤ The school opened in 2006. In **2007** the school API performance score was **940**. As of **2010,** the school API performance score was **976**. Over the prior four years, the school has grown their API by **36** points, an **average growth of 9 points each year**.

➤ The school has **improved** its API score in **three** of the prior four years.

➤ The school has met its AYP targets in all of the past four years.

➤ From 2007-2010 the school averaged over 93% proficient and advanced levels in ELA.

➤ From 2007-2010 the school averaged over 82% proficient and advanced levels in Math.

➤ From **2007 to 2010** the school increased proficient and advanced levels by **6%** in ELA and 20% in Math.

➤ From **2007 to 2010** the school has had **no** students scoring in the lowest two performance levels for ELA and has decreased the percentage of students scoring in the lowest two performance bands at a rate of **8%** in Math.

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**
  ➢ **Similar Grades Served: 9-12**

API - 2010

Order rank based on 2010 API Score

SCHOOL	GRADES	2007	2008	2009	2010
American Indian Public High School (AIPHS)	9-12	940	958	946	976
Oakland Charter High School	9-12	N/A	939	955	961
Lighthouse Charter High School	9-12	606	681	763	756
Oakland Unity High School	9-12	595	624	677	698
East Oakland Leadership Academy High	9-12	N/A	N/A	657	633
LPS College Park	9-12	535	590	554	616
Oakland Aviation High School	9-12	519	518	557	500
ARISE High School	9-12	N/A	488	507	484

API - 2009

Order rank based on 2009 API Score

SCHOOL	GRADES	2007	2008	2009	2010
Oakland Charter High School	9-12	N/A	939	955	961
American Indian Public High School (AIPHS)	9-12	940	958	946	976
Lighthouse Charter High School	9-12	606	681	763	756
Oakland Unity High School	9-12	595	624	677	698
East Oakland Leadership Academy High	9-12	N/A	N/A	657	633
Oakland Aviation High School	9-12	519	518	557	500
LPS College Park	9-12	535	590	554	616

A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**
  ➢ **Similar Grades Served: 9-12**

CST – 2010

Order rank based on 2010 CST % Proficient/Advanced

CST **ELA** SCORES OVER TIME

SCHOOL	GRADES	ELA 07	ELA 08	ELA 09	ELA 10
American Indian Public High School (AIPHS)	9-12	91%	92%	96%	97%
Oakland Charter High School	9-12	N/A	93%	95%	91%
Lighthouse Community Charter High School	9-12	23%	30%	35%	53%
East Oakland Leadership Academy High	9-12	N/A	N/A	44%	42%
Oakland Unity High School	9-12	19%	21%	25%	30%
LPS College Park	9-12	10%	17%	18%	19%
ARISE High School	9-12	N/A	17%	13%	17%
Oakland Aviation High School (OAHS)	9-12	15%	14%	11%	11%

Order rank based on 2010 CST % Proficient/Advanced

CST **MATH** SCORES OVER TIME

SCHOOL	GRADES	MATH 07	MATH 08	MATH 09	MATH 10
American Indian Public High School (AIPHS)	9-12	76%	75%	86%	96%
Oakland Charter High School	9-12	N/A	86%	87%	89%
Lighthouse Community Charter High School	9-12	10%	3%	16%	19%
LPS College Park	9-12	9%	14%	14%	16%
Oakland Unity High School	9-12	2%	2%	3%	6%
ARISE High School	9-12	N/A	4%	3%	4%
East Oakland Leadership Academy High	9-12	N/A	N/A	13%	0%
Oakland Aviation High School (OAHS)	9-12	2%	1%	1%	0%

CST - 2009

Order rank based on 2009 CST % Proficient/Advanced

CST **ELA** SCORES OVER TIME

SCHOOL	GRADES	ELA 07	ELA 08	ELA 09	ELA 10
American Indian Public High School (AIPHS)	9-12	91%	92%	96%	97%
Oakland Charter High School	9-12	N/A	93%	95%	91%
East Oakland Leadership Academy High	9-12	N/A	N/A	44%	42%
Lighthouse Community Charter High School	9-12	23%	30%	35%	53%
Oakland Unity High School	9-12	19%	21%	25%	30%
LPS College Park	9-12	10%	17%	18%	19%
ARISE High School	9-12	N/A	17%	13%	17%
Oakland Aviation High School	9-12	15%	14%	11%	11%

Order rank based on 2009 CST % Proficient/Advanced

CST **MATH** SCORES OVER TIME

SCHOOL	GRADES	MATH 07	MATH 08	MATH 09	MATH 10
Oakland Charter High School	9-12	N/A	86%	87%	89%
American Indian Public High School (AIPHS)	9-12	76%	75%	86%	96%
Lighthouse Community Charter High School	9-12	10%	3%	16%	19%
LPS College Park	9-12	9%	14%	14%	16%
East Oakland Leadership Academy High	9-12	N/A	N/A	13%	0%
Oakland Unity High School	9-12	2%	2%	3%	6%
ARISE High School	9-12	N/A	4%	3%	4%
Oakland Aviation High School	9-12	2%	1%	1%	0%

> ➢ **Similar Grades Served: 9-12**

CAHSEE: ELA - 2010

Order rank based on 2010 10th Grade CAHSEE % Passing

SCHOOL	ELA 2007	ELA 2008	ELA 2009	ELA 2010
American Indian Public High School (AIPHS)	N/A	100%	100%	100%
Oakland Charter High	N/A	N/A	100%	97%
Oakland School for the Arts	96%	98%	90%	90%
Oakland Military Institute	70%	77%	80%	89%
Oakland Unity High	73%	68%	79%	83%
Lighthouse Community Charter High	71%	73%	88%	80%
Wilson (Lionel) College Preparatory Academy	80%	75%	94%	75%
Bay Area Technology School	N/A	N/A	61%	75%
East Oakland Leadership Academy	N/A	N/A	N/A	65%
LPS College Park	48%	55%	33%	62%
Oakland Aviation High	N/A	55%	77%	46%
ARISE High	N/A	50%	54%	36%

Comparison Oakland charter schools with 3 year trends

Legend:
- American Indian Public High (AIPHS)
- Oakland Charter High
- Oakland School for the Arts
- Oakland Military Institute
- Oakland Unity High
- Lighthouse Community Charter High
- Wilson (Lionel) College Preparatory Academy
- Bay Area Technology School
- East Oakland Leadership Academy
- LPS College Park
- Oakland Aviation High
- ARISE High

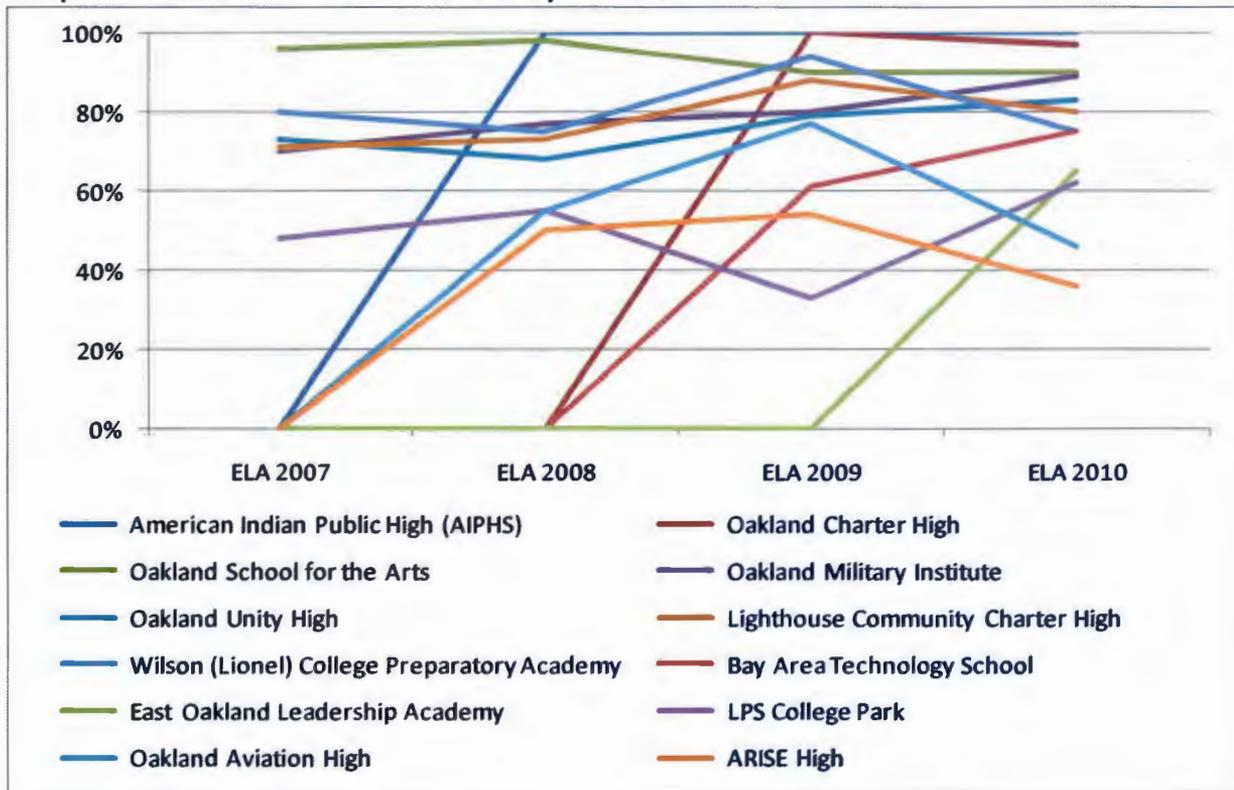A. Comparison Sub-Group: **OAKLAND CHARTER SCHOOLS**
➢ **Similar Grades Served: 9-12**

CAHSEE: Math - 2010

Order rank based on 2010 10th Grade CAHSEE % Passing

SCHOOL	Math 2007	Math 2008	Math 2009	Math 2010
American Indian Public High School (AIPHS)	N/A	100%	100%	**100%**
Oakland Charter High	N/A	N/A	100%	**100%**
Wilson (Lionel) College Preparatory Academy	76%	77%	96%	**95%**
Oakland Unity High School	71%	83%	83%	**92%**
Lighthouse Community Charter High School	74%	78%	94%	**88%**
Oakland Military Institute	63%	73%	72%	**84%**
Oakland School for the Arts	80%	69%	82%	**79%**
Oakland Aviation High School	N/A	52%	70%	**75%**
LPS College Park	47%	53%	56%	**70%**
East Oakland Leadership Academy High	N/A	N/A	N/A	**65%**
Bay Area Technology School	N/A	N/A	56%	**65%**
ARISE High School	N/A	57%	42%	**43%**

Comparison Oakland charter schools with 3 year trends
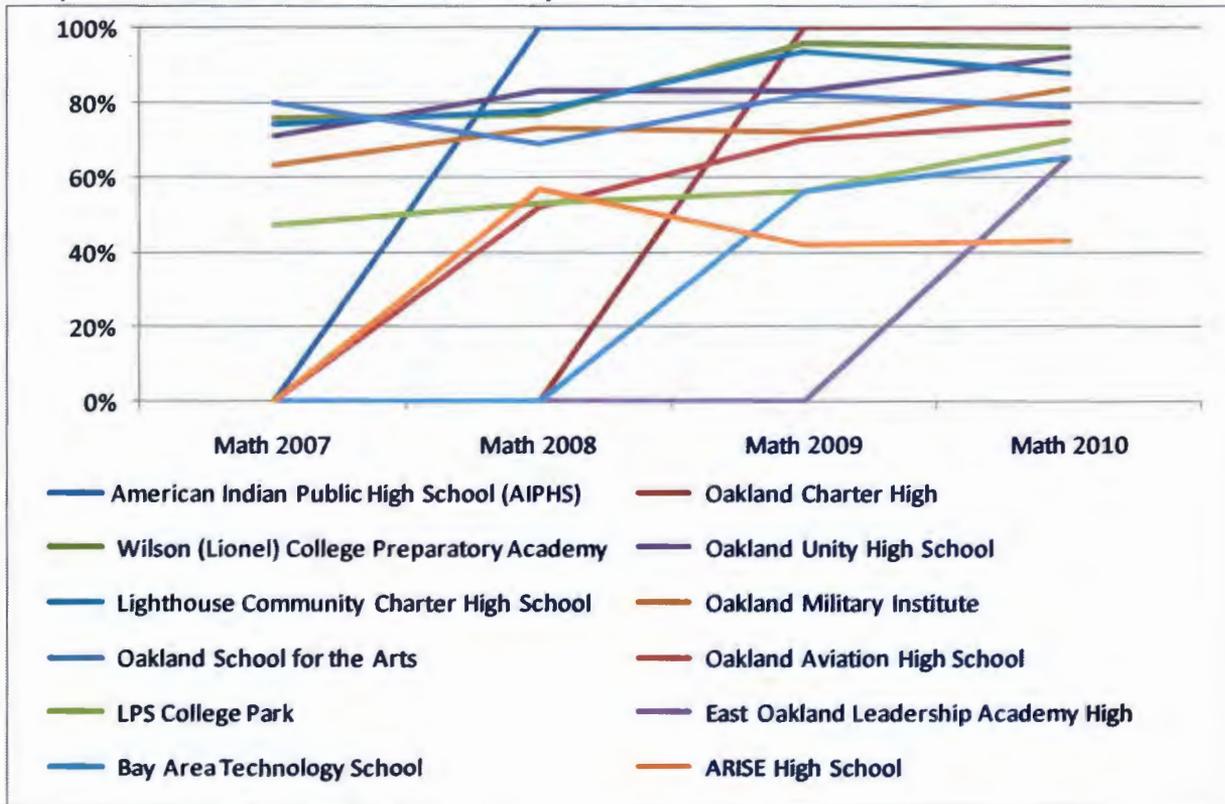
Comparison Sub-Group ANALYSIS: **OAKLAND CHARTER SCHOOLS**

➢ The school **API score is (976) above the median** performance of Oakland charter schools in **2010** serving similar grades.

➢ The school **API score is (946) above the median** performance of Oakland charter schools in **2009** serving similar grades.

The school has demonstrated consistent and steady improvement in API performance over the past four years.

CST

AIPHS' performance compared to Oakland Charter Schools.

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Above	Above
	MATH	Above	Above
2009	ELA	Above	Above
	MATH	Above	Above

CAHSEE

AIPHS' performance compared to Oakland Charter Schools.

Year	Compared to the Median	Compared to the Average
2010	Above	Above
	Above	Above
2009	Above	Above
	Above	Above

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**
➤ **Similar Grades Served: 9-12**

API - 2010

Order rank based on 2010 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
American Indian Public High School (AIPHS)	**9-12**	**958**	**946**	**976**	**YES**
Oakland Technical High	9-12	621	643	686	No
LIFE Academy	9-12	635	659	662	No
Oakland High	9-12	629	633	649	No
Media College Preparatory	9-12	519	600	620	No
College Preparatory and Architecture Academy	9-12	638	582	606	No
Far West	9-12	548	578	578	No
MetWest High	9-12	571	580	570	Yes
Mandela High	9-12	528	557	537	No
East Oakland School of the Arts	9-12	478	554	535	No
McClymonds (formerly EXCEL)	9-12	552	544	530	No
Leadership Preparatory High	9-12	523	516	529	No
YES, Youth Empowerment	9-12	537	535	525	No
Business and Information Technology High	9-12	526	527	512	No

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**

➢ **Similar Grades Served: 9-12**

API - 2009

Order rank based on 2009 API Score

SCHOOL	LEVEL	2008	2009	2010	met AYP?
American Indian Public High School (AIPHS)	9-12	958	**946**	976	YES
Skyline High	9-12	658	667	n/a	No
LIFE Academy	9-12	635	659	662	Yes
Oakland Technical High	9-12	621	643	686	No
Oakland High	9-12	629	633	649	No
Media College Preparatory	9-12	519	600	620	No
College Preparatory and Architecture Academy	9-12	638	582	606	No
MetWest High	9-12	571	580	570	No
Far West	9-12	548	578	578	No
Mandela High	9-12	528	557	537	No
East Oakland School of the Arts	9-12	478	554	535	No
McClymonds (formerly EXCEL)	9-12	552	544	530	No
YES, Youth Empowerment	9-12	537	535	525	No
Business and Information Technology High	9-12	526	527	512	No
Leadership Preparatory High	9-12	523	516	529	No

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**
  ➢ **Similar Grades Served: 9-12**

CST ELA - 2010

Order rank based on 2010 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 09	ELA 10
American Indian Public High School (AIPHS)	9-12	96%	97%
Skyline High	9-12	38%	70%
Oakland Technical High	9-12	38%	44%
Oakland High	9-12	30%	34%
MetWest High	9-12	32%	29%
LIFE Academy	9-12	25%	27%
College Preparatory and Architecture Academy	9-12	19%	22%
Media College Preparatory	9-12	20%	21%
Far West	9-12	21%	17%
East Oakland School of the Arts	9-12	13%	17%
McClymonds (formerly EXCEL)	9-12	13%	15%
Mandela High	9-12	10%	13%
Leadership Preparatory High	9-12	8%	11%
YES, Youth Empowerment	9-12	15%	9%
Business and Information Technology High	9-12	10%	9%

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**
  ➢ **Similar Grades Served: 9-12**

CST Math - 2010

Order rank based on 2010 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 09	MATH 10
American Indian Public High School (AIPHS)	9-12	86%	99%
Oakland Technical High	9-12	18%	22%
Oakland High	9-12	15%	21%
Skyline High	9-12	13%	18%
LIFE Academy	9-12	15%	13%
Mandela High	9-12	7%	9%
MetWest High	9-12	5%	9%
College Preparatory and Architecture Academy	9-12	8%	8%
East Oakland School of the Arts	9-12	4%	5%
Business and Information Technology High	9-12	4%	4%
McClymonds (formerly EXCEL)	9-12	4%	4%
Leadership Preparatory High	9-12	3%	4%
Far West	9-12	3%	4%
YES, Youth Empowerment	9-12	2%	3%
Media College Preparatory	9-12	2%	1%

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**
  ➤ **Similar Grades Served: 9-12**

CST ELA - 2009

Order rank based on 2009 CST % Proficient/Advanced

ELA

SCHOOL	LEVEL	ELA 09	ELA 10
American Indian Public High School (AIPHS)	9-12	96%	97%
Skyline High	9-12	38%	70%
Oakland Technical High	9-12	38%	44%
MetWest High	9-12	32%	29%
Oakland High	9-12	30%	34%
LIFE Academy	9-12	25%	27%
Far West	9-12	21%	17%
Media College Preparatory	9-12	20%	21%
College Preparatory and Architecture Academy	9-12	19%	22%
YES, Youth Empowerment	9-12	15%	9%
East Oakland School of the Arts	9-12	13%	17%
McClymonds (formerly EXCEL)	9-12	13%	15%
Mandela High	9-12	10%	13%
Business and Information Technology High	9-12	10%	9%
Leadership Preparatory High	9-12	8%	11%

B. Comparison Sub-Group: **OUSD DISTRICT SCHOOLS**
  ➢ **Similar Grades Served: 9-12**

CST Math - 2009

Order rank based on 2009 CST % Proficient/Advanced

Math

SCHOOL	LEVEL	MATH 09	MATH 10
American Indian Public High School (AIPHS)	9-12	86%	99%
Oakland Technical High	9-12	18%	22%
Oakland High	9-12	15%	21%
LIFE Academy	9-12	15%	13%
Skyline High	9-12	13%	18%
College Preparatory and Architecture Academy	9-12	8%	8%
Mandela High	9-12	7%	9%
MetWest High	9-12	5%	9%
East Oakland School of the Arts	9-12	4%	5%
McClymonds (formerly EXCEL)	9-12	4%	4%
Business and Information Technology High	9-12	4%	4%
Leadership Preparatory High	9-12	3%	4%
Far West	9-12	3%	4%
YES, Youth Empowerment	9-12	2%	3%

➢ **Similar Grades Served: 9-12**

CAHSEE: ELA – 2010

Order rank based on 2010 10th Grade CAHSEE % Passing

SCHOOL	ELA 2007	ELA 2008	ELA 2009	ELA 2010
American Indian Public High School (AIPHS)	N/A	100%	100%	100%
MetWest High	66%	79%	77%	85%
Skyline High	76%	69%	75%	75%
Media College Preparatory	56%	57%	53%	74%
Oakland Technical High	66%	74%	69%	74%
LIFE Academy	N/A	70%	63%	71%
Oakland High	65%	65%	71%	65%
Far West	61%	70%	46%	63%
College Preparatory and Architecture Academy	52%	54%	63%	61%
East Oakland School of the Arts	43%	33%	60%	61%
Mandela High	54%	43%	53%	52%
YES, Youth Empowerment	54%	61%	52%	51%
Business and Information Technology High	35%	40%	49%	48%
McClymonds / EXCEL	56%	47%	45%	48%
Leadership Preparatory High	53%	53%	43%	43%

Comparison Oakland district schools with 3 year trends

American Indian Public High (AIPHS) — MetWest High — Skyline High — Media College Preparatory — Oakland Technical High — LIFE Academy — Oakland High — Far West — College Preparatory and Architecture Academy — East Oakland School of the Arts — Mandela High — YES, Youth Empowerment — Business and Information Technology High — McClymonds / EXCEL — Leadership Preparatory High — #REF!
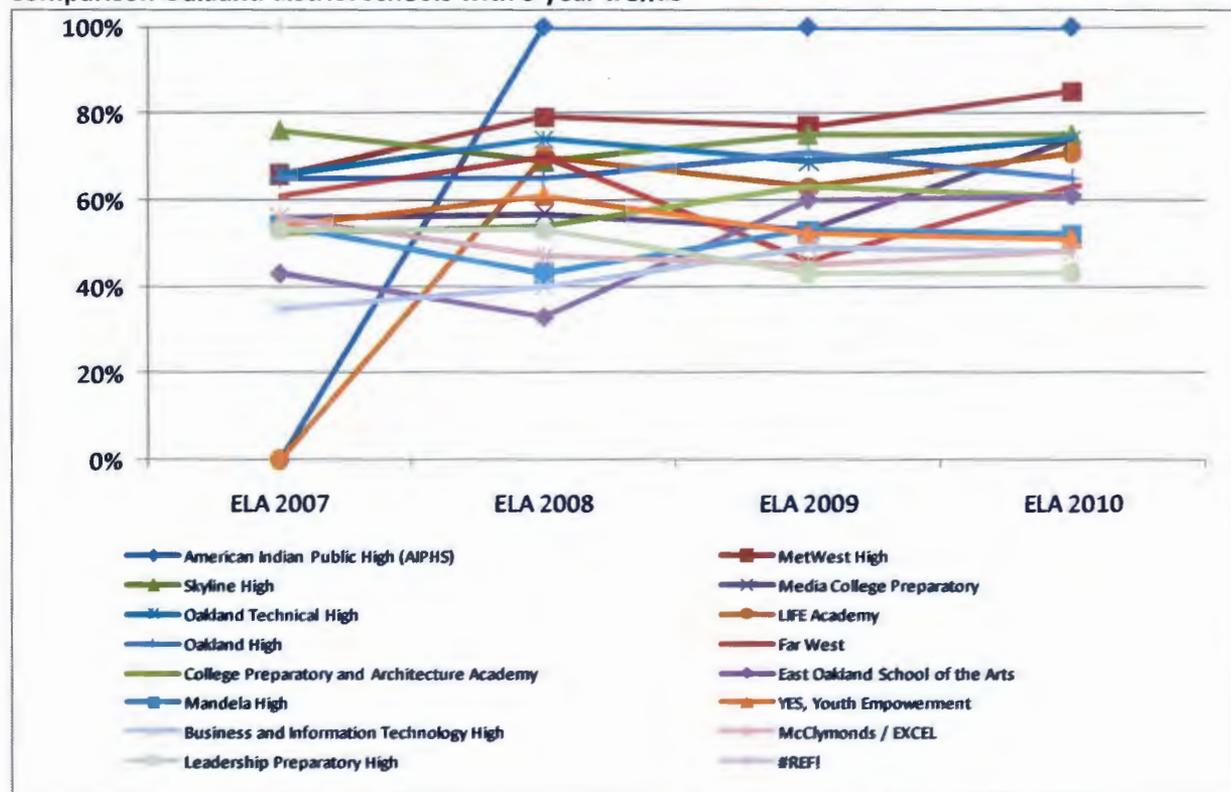
B. Comparison Sub-Group: **OUSD DISTRICT SCHOOL: 10th Grade CAHSEE**

➢ **Similar Grades Served: 9-12**

CAHSEE: Math – 2010

Order rank based on 2010 10th Grade CAHSEE % Passing

SCHOOL	Math 2007	Math 2008	Math 2009	Math 2010
American Indian Public High School (AIPHS)	100%	100%	100%	100%
Skyline High	77%	75%	79%	76%
Oakland Technical High	65%	69%	74%	74%
LIFE Academy	N/A	71%	65%	73%
College Preparatory and Architecture Academy	69%	74%	65%	68%
Oakland High	76%	74%	75%	65%
Media College Preparatory	50%	58%	59%	61%
MetWest High	74%	64%	58%	56%
Mandela High	65%	56%	65%	49%
EXCEL / McClymonds	53%	47%	58%	48%
East Oakland School of the Arts	40%	33%	60%	45%
Business and Information Technology High	42%	57%	48%	43%
Leadership Preparatory High	56%	53%	38%	42%
YES, Youth Empowerment	50%	42%	47%	38%
Far West	44%	47%	47%	35%

Comparison Oakland district schools with 3 year trends
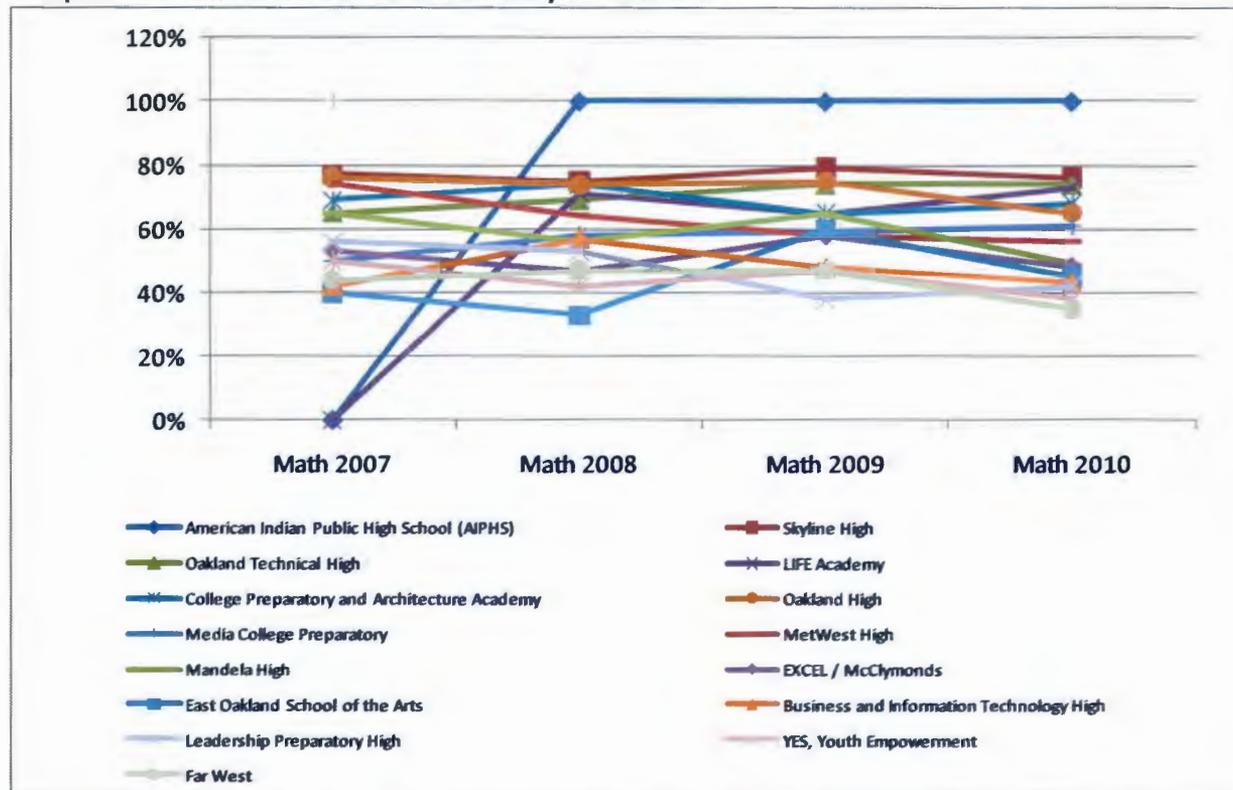
API

➤ The school **API score (976)** is **above the median** performance of Oakland district schools in **2010** serving similar grades.

➤ The school **API score (946)** is **above the median** performance of Oakland district schools in **2009** serving similar grades.

➤ The school has demonstrated consistently high API performance and CST ELA and Math performance when compared locally.

➤ The school serves a lower than average district percentage of African American students; a lower than average district percentage of English language learner and a lower percentage of Special Education students, and has a higher than average district percentage of students designated as low income.

CST

AIPHS's performance compared to Oakland District Schools serving similar grades.

Year	CST Subject	Compared to the Median	Compared to the Average
2010	ELA	Above	Above
	MATH	Above	Above
2009	ELA	Above	Above
	MATH	Above	Above

CAHSEE

AIPHS's performance compared to Oakland District Schools serving similar grades.

Year	Compared to the Median	Compared to the Average
2010	Above	Above
	Above	Above
2009	Above	Above
	Above	Above

Comparison Sub-Group ANALYSIS: **CAHSEE - OAKLAND CHARTER SCHOOLS**

➤ The school is **well above the average** performance of other Oakland charter schools in 10th Grade CAHSEE ELA over the prior three years.

➤ The school is **well above the average** performance of other Oakland charter schools in 10th Grade CAHSEE Math over the prior three years.

Comparison Sub-Group ANALYSIS: **CAHSEE - OUSD DISTRICT SCHOOLS**

➤ The school is **well above the average** performance in 10th grade CAHSEE ELA throughout the prior four years when compared to local district schools.

➤ The school is **well above the average** performance in 10th grade CAHSEE Math throughout the prior four years when compared to local district schools.

EDUCATIONAL PROGRAM: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a two-day Site Inspection conducted on **September 27 and 28, 2010** by **District staff**.

Strengths:
o Student achievement on state tests is extremely high.

o Multiple types of instruction observed, including lecture-style, small-group work, and whole-class discussion.

o Teachers work strategically to ensure the development of critical thinking skills through instructional methods such as Socratic seminars and analytical essay writing.

o The school is adding multiple Advanced Placement courses.

o Differentiation through tutoring is provided to meet specific student needs, taking place both during class time and after school.

o Teachers hold high expectations of students and students report that teachers are dedicated to ensuring that they receive an excellent education and are constantly motivating students to work hard and succeed.

o Students report that the school has been responsive to their requests to introduce student government and extracurricular activities.

o The school provides students with intense support during the college admissions process, including financial assistance with test and application fees.

Challenges:

o The educational program is not designed to allow access to all students who desire to enroll at the school given the current practice of requiring incoming 9th graders to have taken and passed Algebra I as a prerequisite.

o The school has seen a shift in demographics toward a higher percentage of Asian/Pacific Islander students, which the school has acknowledged presents a challenge to serving the heterogeneous student population that the mission and philosophy of the school embraces, and that is reflective of the general population of the district. The school has questioned but not fully analyzed whether there are elements of the program that are driving this demographic trend.

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

The effectiveness and viability of the school has been evaluated through a two-day Site Inspection conducted on **September 27 and 28, 2010** by **District staff**.

Strengths:
o   The school director provides monthly "Director's Reports" to the governing board of the school.

o   School has effective systems for meeting fiscal reporting requirements.

o   The Governing Board is composed of a past leader and students of the school, as well as community members.

Challenges:
o   Parent responses demonstrate a lack of clear connection to, and transparency and understanding about, the role the Governing Board plays; parents stated that they "know absolutely nothing" about the Board, expressed questions as to whether policies received are generated by "the school or by the Board", and stated that they are not aware of when the Board meets.

o   Board representative responses indicated a need to update many of the school's policies, including admissions policies for students entering from other high schools, serving students over age 19, course transferability, and graduation requirements.

o   An observed Board meeting demonstrated the approval of expenditures with little documentation or analysis.

o   During the site inspection interview with Board members, many programmatic questions directed to the Board were deferred to a missing Board member, and former recent graduate of the high school, rendering it difficult to assess the full Board's understanding of the school program.

o   Bylaws lack clarity about parent representation on the Board; whether the parent must be a parent of a currently enrolled student and the relationship of the parent board member to the Family Advisory Committees.

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

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

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

Staff has reviewed the school's records on file with the District and deemed that the school has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated in its charter, and has been compliant in its regulatory elements under its charter term.

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 AIPHS, **as revised,** because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

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

This report recommends that the Oakland Unified School District Board of Education approve the charter renewal petition for AIPHS for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2010 and expire on June 30, 2015. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

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

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

ATTACHMENT I: CHARTER TEXT REVISIONS
ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY REVIEW
ATTACHMENT III: CHARTER SCHOOL RENEWAL QUALITY CRITERIA
ATTACHMENT IV: CONDITIONS ON RENEWAL

Oakland Unified School District
Office of Charter Schools
REQUIRED CHARTER TEXT

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District's Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5pm on June 1, 2011**.

Charter Text	Text Reference	Required Revision
Measurable Pupil Outcomes	**Page 27-28**	1. California STAR Results: ~~At least 70% of 9th, 10th, and 11th grade students will test proficient or advanced in math, language arts, science, and history.~~ CST ELA: 85% proficient or advanced CST Math: 80% proficient or advanced CST History: 75% proficient or advanced CST Science: 70% proficient or advanced 3. California High School Exit Exam: ~~80%~~ 90% of students will pass the CAHSEE by the end of 10th grade.
Governance	**Page 34**	Add the following text: **Consistent with the California Corporations Code, a committee exercising the authority of the board shall not include as members persons who are not directors. However, the board may create other committees that do not exercise the authority of the board and these other committees may include persons who are not directors.**
Student Admissions Policies and Procedures	**Page 41**	Add the following text: 1. Siblings of currently enrolled students ~~or graduates of AIPHS~~
Dispute Resolution Procedures	**Page 39**	Add the following text and remove any text to the contrary: *"The staff and Governing Board members of American Indian Public Charter School agree to attempt to resolve all disputes between the District and American Indian Public Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.*

| | | Any controversy or claim arising out of or relating to the charter agreement between the District and American Indian Public Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
    American Indian Public Charter School

To Coordinator, Office of Charter Schools:
    Office of Charter Schools

    ~~Oakland Unified School District~~
    ~~1025 Second Avenue, Room 206~~
    ~~Oakland, California 94606~~

    Oakland Unified School District
    4551 Steele Street, Room11
    Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response |
|---|---|---|

		shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. *(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures o f the American Arbitration Association ("AAA") to have an arbitrator appointed...* *(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law*
Student Admissions, Attendance, and Suspension/Expulsion Policies	**Page 40**	"The only admission requirement is that students wishing to attend AIPHS must follow the school's admission procedures with respect to completing applications, and

		enrollment forms and documents by the announced deadlines. <u>All students will be admitted to the school regardless of academic performance prior to entry, IEP placement requirements notwithstanding. The school shall not include, within any aspect of its enrollment procedures, any requirement of any student to have completed any coursework, nor shall the failure to complete any coursework successfully while enrolled within the school be considered grounds for expulsion or disenrollment.</u> Application deadlines, which will normally be in the winter for admission the following September, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them."
<u>Impact on Charter Authorizer</u>	**Page 48**	<u>Add the following text and remove any text to the contrary:</u> In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter; ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ **December 15 – Schedule of Expenditures of Federal Awards** ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year

ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS

Oakland Unified School District Site Review Evaluation Criteria for Charter Renewal

Is the School an Academic Success?

Criteria 1: Improving Student Achievement
A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and closing achievement gaps of students.

A quality charter school . . .

• Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and state and federal standards

• Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended

• Demonstrates high expectations for student achievement

• Provides a challenging and coherent curriculum for each individual student

• Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students

• Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement

• Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism

• Productively engages parental and community involvement as a part of the school's support system

• Shares its vision among the school community and demonstrates its mission in daily action and practice

• Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process

Criteria 2: Strong Leadership
The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

A quality charter school leader . . .
• Effectively communicates and engages stakeholders in the vision and mission of the school

• Consistently puts into practice the educational program outlined in its charter

• Generates and sustains a school culture conducive to student learning and staff professional growth

• Actively monitors and evaluates the success of the school's program

• Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer

• Treats all individuals with fairness, dignity and respect

• Has a cogent understanding of the laws that governs charter schools and monitors the trends, issues, and potential changes in the environment in which charter schools operate

• Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success

• Abstains from any decision involving a potential or actual conflict of interest

• Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter

• Engages community involvement in the school

Criteria 3: A Focus on Continuous Improvement
A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

A quality charter school . . .
• Uses information sources, data collection, and data analysis strategies for self-examination and improvement

• Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction

• Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter

• Uses student assessment results to improve curriculum and instruction

• Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement

Is the School an Effective, Viable Organization?

Criteria 4: Responsible Governance
A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

A quality charter school board and administration . . .
• Ensure that policies are implemented in a fair and consistent manner

• Monitor the trends, issues, and potential changes in the environment in which charter schools operate

• Seek input from impacted stakeholders

• Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter

• Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status

Criteria 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.

A quality charter school . . .
• Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability

• Conducts an annual financial audit which is made public

• Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely

• Ensures financial resources are directly related to the school's purpose: student achievement of learning goals

Criteria 1: Improving Student Achievement

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

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

Criteria 2: Strong Leadership

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

	The criteria for making judgments on the quality of Improving Student Achievement	Rating
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4
2.2	Consistently puts into practice the educational program outlined in its charter	4
2.3	Generates and sustains a school culture conducive to staff professional growth	3
2.4	Actively monitors and evaluates the success of the school's program	4
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer	3
2.6	Treats all individuals with fairness, dignity and respect	3
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	3
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	4
2.9	Abstains from any decision involving a potential or actual conflict of interests	3
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3
2.11	Engages community involvement in the school	3

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program.

The school regularly assesses and evaluates student learning based on stated goals.

	The criteria for making judgments on the quality of Improving Student Achievement	Rating
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	4
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	3
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	4
3.4	Uses student assessment results to improve curriculum and instruction	4
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	4

Criteria 4: Responsible Governance

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

	The criteria for making judgments on the quality of Improving Student Achievement	Rating
4.1	Ensure that policies are implemented in a fair and consistent manner	3
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	2
4.3	Seek input from impacted stakeholders	2
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	2
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	4

Criteria 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.

	The criteria for making judgments on the quality of Improving Student Achievement	Rating
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability	4
5.2	Conducts an annual financial audit which is made public	4
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	4
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	4

ATTACHMENT IV - CONDITIONS ON RENEWAL: Please pay careful attention to the due date for all conditions. All items listed are to either be emailed on or before the due date to paige.hirsch@ousd.k12.ca.us and cc'd to guadalupe.navarro@ousd.k12.ca.us or hand-delivered to the OUSD Office of Charter Schools at 4551 Steele Street, Room 11, Oakland, CA 94619. *Hand-delivered items must receive a receipt from the Office of Charter Schools to ensure verification of timely submission.*

Policy Revision		
Friday, June 3, 2011	☐	**Submit to the District's Office of Charter Schools the school's plan for supporting enrolled students who have not completed Algebra I, with a description of the course of study and program structure, methods for evaluating the effectiveness of the plan, and including the process for communicating this plan to all relevant stakeholders.**
Friday, June 3, 2011.	☐	**Submit to the District's Office of Charter Schools a final, Board-approved revised admissions policy and procedures that include provisions for both the satellite and original locations, and that remove all references to admissions requirements. These policies and procedures should contemplate, among other things, lottery and waitlist procedures.**
Facilities		
Friday, June 3, 2011.	☐	**Submit to the District's Office of Charter Schools proof of an E-occupancy permit and any other relevant documentation verifying that AIPHS meets the statutory requirements for school operation.**