

Board Office Use: Legislative File Info.	
File ID Number	20-2116
Introduction Date	10/13/2020
Enactment Number	20-1849
Enactment Date	12/18/2020 er



Memo

RENEWAL DENIED

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Josh Daniels, General Counsel
Kelly Krag-Arnold, Brett Noble, Elizabet Wendt, Office of Charter Schools

Board Meeting Date December 18, 2020

Subject Resolution 2021-0142 - Adopting Written Findings in Support of Denial of Alternatives in Action High School Renewal, Grades 9-12, July 1, 2021-June 30, 2026

Action Vote

Background AIA is requesting renewal consideration in 2020-21, for a 5-year term that would begin on July 1, 2021. The school submitted its renewal petition to the District on October 13, 2020, and had a public hearing at a Board meeting on November 4, 2020.

On October 21, 2020, the Office of Charter Schools (“OCS”) issued Alternatives in Action (“AIA”) a 30-day notice regarding concerns about the board’s ability to meet its governance obligations. AIA provided the District with a response by November 20, 2020. However, the response did not sufficiently resolve the concerns outlined in OCS’s 30-day notice.

Discussion The Office of Charter Schools staff and Superintendent recommend the Board adopt findings supporting the denial of the AIA renewal petition.

The specific findings supporting the decision are enumerated below:

1. AIA presents an unsound educational program for the pupils to be enrolled at AIA
2. AIA is demonstrably unlikely to successfully implement the program set forth in the petition

3. Closing AIA is in the best interest of pupils

Fiscal Impact

N/A

Attachment

Resolution No. 2021-0142– Denying Charter Renewal Petition of Alternatives in Action High School and Written Finding of Support Thereof

**RESOLUTION OF THE
BOARD OF EDUCATION
OAKLAND UNIFIED SCHOOL DISTRICT**

RESOLUTION NO. 2021-0142

**DENYING PETITION OF ALTERNATIVES IN ACTION HIGH SCHOOL
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

WHEREAS, Alternatives in Action High School (“AIA”) submitted its petition to the Oakland Unified School District (“OUSD” or “District”) on October 13, 2020;

WHEREAS, AIA is considered a “DASS” school, which stands for Dashboard Alternative School Status, because at least seventy percent (70%) of its students participate in the California Alternate Assessments;

WHEREAS, AIA’s current charter petition, which expires June 30, 2021, is authorized by the Alameda Unified School District (“AUSD”) but the charter school that AIA operates is located within the boundaries of OUSD;

WHEREAS, changes in state law (specifically to Education Code section 47605, subdivision (a)(5)) prohibits AIA from continuing to be located within the boundaries of OUSD and be authorized by AUSD;

WHEREAS, AIA has decided to maintain their location within the boundaries of OUSD and seek authorization by OUSD;

WHEREAS, AIA’s petition is seeking a period of five years commencing July 1, 2021;

WHEREAS, the OUSD Board of Education (“Board”) properly held a public hearing on AIA’s petition on November 4, 2020;

WHEREAS, the Charter Schools Act (Ed. Code § 47600 *et seq.*), as amended most recently by Assembly Bill No. 1505 (“CSA”), establishes the criteria by which charter petitions and renewals are to be approved or denied;

WHEREAS, OUSD may deny AIA’s petition based on, among other things,

- a finding that the charter school presents an unsound educational program for the pupils to be enrolled in the charter school,
- a finding that petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, and/or
- a finding that the closure of the charter school is in the best interest of pupils;

WHEREAS, as an additional criterion for determining whether to grant a renewal petition, a charter authorizer may consider a charter school’s the performance on the state and local indicators included in the California School Dashboard and, for a DASS charter school, on alternative metrics, if any, applicable to the charter school based on the pupil population served;

WHEREAS, the CSA also provides that “the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors . . . only after it has provided at least 30 days’ notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school [and t]he chartering authority . . . [makes] either of the following findings:

- (1) The corrective action proposed by the charter school has been unsuccessful
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable”;

WHEREAS, OUSD issued AIA a 30-day notice (“30-Day Notice”) on October 21, 2020, pursuant to Education Code section 47607, subdivision (e), regarding the following concerns about the ability of the Governing Board of AIA (“AIA’s Board”) to meet its governance obligations:

- Concern 1: The majority of current AIA Board members were on AIA’s Board when serious concerns were raised regarding financial mismanagement of AIA’s afterschool program
- Concern 2: AIA’s current leaders were not fully aware of the investigation into the financial mismanagement, suggesting that AIA’s Board had not properly warned its new leadership of past improprieties or that AIA’s current leaders were not actively prepared to maintain proper fiscal controls
- Concern 3: AIA failed to respond to several notices issued by OUSD regarding the alleged theft of OUSD property, which raises questions about the capacity of AIA’s current leadership properly management AIA;

WHEREAS, AIA’s response to the 30-Day Notice contends, among other things, that Education Code section 47606, subdivision (e), is not applicable to OUSD since AUSD—not OUSD—is “the charter authority” as that phrased is used in Education Code section 47606, subdivision (e);

WHEREAS, OUSD staff have previously asked AIA (prior to the 30-Day Notice) to provide OUSD with the investigative report regarding financial mismanagement of AIA’s afterschool program but were never provided with it; and

WHEREAS, the Board—with the help and support of OUSD staff—has, among other things, considered the following: AIA’s petition; the Staff Report; the 30-Day Notice and AIA’s response; input from the public and AIA leaders at the public hearing on November 4, 2020; and the performance of AIA on the state and local indicators included in the California School Dashboard and AIA’s performance on alternative metrics, if any, applicable to the charter school based on the pupil population served.

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT, the Board hereby adopts all aspects of the Staff Report on AIA’s petition, which is incorporated herein by reference, except to the extent that any aspect of the Staff Report is inconsistent with this Resolution;

BE IT FURTHER RESOLVED THAT, the Board finds that AIA *presents an unsound educational program for the pupils to be enrolled in AIA* and incorporates specific facts found in the Staff Report to support this finding including but not limited to the following:

- Very low, and declining, State test proficiency rates over the course of the charter term,
- Proficiency for all student groups (economically disadvantaged students, economically disadvantaged Latinx students, and English Learner students) are below OUSD comparison group in most recent year,

- Low or very low college/career readiness for all three years of the charter term and low college-going rates in the most recent year for which data is available,
- Low percentage of English Learners making progress towards English proficiency in the two years for which there is data,
- Low academic expectations and rigor and lack of student engagement noted by School Quality Review team,
- Failure to meet most of its own Measure Pupil Outcomes, and
- “Not Met” all local indicators in two out of the last three years;

BE IT FURTHER RESOLVED THAT, in addition to and separately from the prior paragraph, the Board finds that AIA *is demonstrably unlikely to successfully implement the program set forth in the petition* and incorporates specific facts found in the Staff Report to support this finding including but not limited to the following:

- Substantial concern about the Board’s ability to meet its fiscal/governance obligations,
- Failure to adhere to important state requirements,
- Failure to comprehensively respond to OUSD’s 30-Day Notice such that the corrective actions proposed by the Charter School cannot be successful and, separately, are not viable because the violations are too severe and pervasive (or, in the alternative that OUSD was not required to provide AIA with the 30-Day Notice, the same underlying failure),
- Attempt at deflection with respect to past financial improprieties and the subsequent investigation, and
- Lack of transparency with respect to past financial improprieties and the subsequent investigation;

BE IT FURTHER RESOLVED THAT, in addition to and separately from the prior two paragraphs, the Board finds that closing AIA *is in the best interest of pupils* and incorporates specific facts found in the Staff Report to support this finding including but not limited to the following:

- AIA students do not transfer to a single school or even a handful of schools but rather to a wide variety of schools across the District,
- The vast majority of OUSD schools to which AIA students transfer offer at least the same level of quality—if not higher—than AIA,
- All the facts that form the basis for the prior finding that AIA presents an unsound educational program for the pupils to be enrolled in AIA, and
- All the facts that form the basis for the prior finding that AIA is demonstrably unlikely to successfully implement the program set forth in the petition.

BE IT FURTHER RESOLVED THAT, the Board hereby *denies*, together and separately on each individual basis set forth herein, AIA’s petition as submitted for a five-year term, commencing July 1, 2021.

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: James Harris, Gary Yee, Vice President Shanthi Gonzales and President Jody London

NOES: Jumoke Hinton Hodge, Roseann Torres

ABSTAINED: None

RECUSE: None

ABSENT: Aimee Eng, Samantha Pal (Student Director), Jessica Ramos (Student Director)

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Board of Education of the Oakland Unified School District held on December 18, 2020.

Legislative File	
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OAKLAND UNIFIED SCHOOL DISTRICT



Jody London
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

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Memo

RENEWAL DENIED

To Board of Education

From Kyla Johnson-Trammell - Superintendent
Kelly Krag-Arnold, Brett Noble, and Elizabet Wendt - Office of Charter Schools

Board Meeting Date December 18, 2020

Subject Charter Renewal Request – Alternatives in Action High School

Action Vote

Background Alternatives in Action High School is located in Oakland and authorized by Alameda Unified School District. AB 1505 requires Alternatives in Action to apply for renewal in Oakland, the District where it operates. Alternatives in Action has requested renewal consideration and is eligible for a 5-year renewal of its charter term that would begin on July 1, 2021. The school submitted its renewal petition to the District on October 13, 2020 and had a public hearing at a Board meeting on November 4, 2020.

Discussion The Office of Charter Schools staff and Superintendent recommend **denial** of the Alternatives in Action renewal petition.

The following challenges were noted as evidence for the denial:

- With the exception of the graduation rate indicator, all State Dashboard indicators were either Red/Orange or Low/Very Low, in the two most recent years
- Low and declining State test proficiency rates over the course of the charter term and proficiency rates for all student groups are below OUSD comparison group in the most recent year.
- Low or very low college/career readiness for all three years of the charter term and low college-going rates in the most recent year for which data is available.

- The School Quality Review found low academic expectations and rigor and lack of student engagement.
- Substantial concerns about ability of AIA’s board to meet its governance obligations. The charter school’s corrective action plan did not fully resolve these concerns.

Fiscal Impact

AIA currently serves approximately 170 students, 97% of whom live in Oakland. If the school closes at the end of the 2020-21 school year, those students will need to find another school to attend. While it is unclear what proportion of these students would choose district schools versus other options (charter school, private school, etc.), we might anticipate an increase in OUSD district school enrollment of approximately 80-100 students.

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation



Legislative File	
File ID Number:	20-2116
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TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
 Office of Charter Schools Staff – Sonali Murarka, Brett Noble, Elizabeth Wendt, Kelly Krag-Arnold
DATE: December 18, 2020
SUBJECT: Alternatives in Action High School Renewal Request

School Overview

School Name:	Alternatives in Action High School		
Charter Operator:	N/A		
Year Opened:	2001 (moved to Oakland in 2014)	Previous Renewal Year(s):	2006, 2011, 2016 (All by Alameda Unified School District)
Neighborhood:	Seminary	Campus Address:	6221 East 17 th St. 94621
Board District:	District 6	Attendance Area(s):	Castlemont/CCPA/Madison
Current Grades Served:	9-12	Current Enrollment:	170
Current Authorized Grades:	9-12	Current Authorized Enrollment:	200

Staff Recommendation

Staff recommends that the Alternatives in Action (“AIA” or “Charter School”) renewal petition for a five-year term (2021-2026) be **denied**.

Background

Alternatives in Action High School (“AIA” or “Charter School”)¹ has been authorized by the Alameda Unified School District (“AUSD”) since opening in Alameda in 2001. In 2014, the charter school relocated to its current location in Oakland. AB 1505 added new renewal requirements for charter schools that are located outside the boundaries of their authorizer. Specifically, at the time of renewal, a charter school in this situation must either (a) obtain written approval from the school district where the charter school is located before submitting the renewal request to its current authorizer, or (b) submit a renewal request to the school district where the charter school is located. Districts receiving these requests must consider the petition as a renewal (as opposed to a new petition), applying charter renewal criteria as outlined in this report. AB 1505 added criteria applicable to new charter petitions and material revisions that allows for consideration of whether a charter school is likely to serve the interests of the entire community as well as consideration of fiscal impact. However, the Education Code specifically states that these two criteria shall not be used to deny a renewal of an existing charter school. Criteria that may be considered for renewal are outlined in the following section.

¹ Formerly known as Bay Area School of Enterprise (BASE)

Criteria for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code (Ed Code) sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, the Office of Charter Schools determines whether the charter school has met the following renewal criteria:

- I. Has the Charter School Presented a Sound Educational Program?
- II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- III. Is the Petition Reasonably Comprehensive?
- IV. Is the School Serving All Students Who Wish to Attend?

Procedure

- 1) AIA requested permission from OUSD on 7/1/20 to continue operating in Oakland while still being authorized by AUSD and such permission was denied.
- 2) On 8/14/20, AIA communicated its intent to submit a renewal request to OUSD.
- 3) The Office of Charter Schools conducted a virtual site visit on 10/14/20. This visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board members), classroom observations, and a review of the charter school's documents, policies, financials and petition.
- 4) The charter school submitted the relevant renewal request to the District on 10/13/20.
- 5) The initial public hearing was held on 11/4/20.
- 6) Staff findings were made public by the 15-day posting requirement, which was 12/3/20.
- 7) The decision public hearing is being held on 12/18/20.

Summary of Findings

Below is a staff summary of the charter school's primary strengths and challenges.

Strengths

- Increasing graduation rates schoolwide and for all student groups and high percentage of graduates meeting A-G requirements in all years of the charter term.
- Students are highly involved in guiding the charter school's program development.

Challenges

The Office of Charter Schools is recommending denial because of the following challenges:

- With the exception of the graduation rate indicator, all State Dashboard indicators were either Red/Orange or Low/Very Low, in the two most recent years
- Low and declining State test proficiency rates over the course of the charter term and proficiency rates for all student groups are below OUSD comparison group in the most recent year.
- Low or very low college/career readiness for all three years of the charter term and low college-going rates in the most recent year for which data is available.
- The School Quality Review found low academic expectations and rigor and lack of student engagement.
- Substantial concerns about ability of AIA's board to meet its governance obligations. The charter school's corrective action plan did not fully resolve these concerns.

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

In order for a charter school’s renewal petition to be approved, it must present a sound educational program for its students.² The Education Code outlines a three-tiered system for most charter schools seeking renewal. However, this system does not apply to schools like AIA that qualify for the Dashboard Alternative School Status (DASS) program.

A. Dashboard Alternative School Status (DASS) and DASS Renewal Criteria

For a charter school to be eligible for the DASS program, at least 70 percent of its total enrollment be comprised of students from certain high-risk student groups at the time the charter school applies for the program. After qualifying, the charter school must re-apply every three years to retain its DASS eligibility. Additional information regarding AIA’s high-risk students from its DASS application can be found in the first section of the appendix. The Dashboard Alternative School Status (DASS) program replaced the previous State’s Alternative Schools Accountability Model (ASAM) program in 2017 and AIA qualified for DASS starting in 2018.

The table below outlines renewal conditions and academic evaluation criteria applicable to DASS schools.

DASS Schools – Renewal Conditions and Academic Evaluation Criteria	Evidence Considered to Assess Soundness of the School’s Educational Program
<ul style="list-style-type: none"> • May renew for 5 years OR may deny only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. • Shall consider the charter school’s performance on: <ul style="list-style-type: none"> a. The state and local indicators included in the State Dashboard, AND b. Alternative metrics applicable to the charter school based on the student population served. 	<ul style="list-style-type: none"> • State Dashboard Indicators • Alternative Metrics • School Quality Review Rubric Ratings

Figure 1. Source: Education Code §47607(c)(7)

B. School Performance Analysis, State Indicators, and Local Indicators

As mentioned above, the District is required to consider the charter school’s performance on State Dashboard indicators.

School Performance Analysis

The District’s School Performance Analysis (SPA) was developed to serve as a tool for determining whether District and charter schools meet a minimum performance threshold on a variety of indicators based on State Dashboard and CORE Academic Growth.³ However, the SPA does not apply AIA since it did not receive a dashboard color on at least half of the applicable indicators, including at least one academic indicator.

² EC §47605(c)(1)

³ The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. It is designed to measure the impact of educators on student growth. Additional information regarding the model can be found at <https://coredistricts.org/faqs/>.

State Dashboard State Indicators

Due to the small size of AIA, the school did not receive colors on most indicators. The table below displays the charter school's State Dashboard results for State Indicators (including colors, status, and change values, where available). Although DASS schools are responsible for meeting the same indicators as other schools, the State uses modified methods to calculate some of these indicators, including:

- A modified graduation rate for the Graduation Rate Indicator (based on a grade 12 graduation rate vs. a combined four- and five-year graduation rate used for non-DASS schools),
- College/Career Indicator measures specific for DASS schools, and
- Separate cut scores for the Academic Indicator

As shown in the table below, AIA has had what the State considers Very Low ELA and Math outcomes, even with modified cut scores used for DASS schools. Furthermore, these outcomes have declined each year of the charter term. On the other hand, the charter school's 4-year cohort graduation rate was 88.9% in 2018,⁴ which was considered High by the State. In 2019, the state began using a 1-year/grade 12 graduation rate for DASS schools instead of a 4-year graduation rate. AIA's 2019 1-year graduation rate was 82.4% (High) and Increased Significantly from the prior year, resulting in receiving Green on this indicator.

State Dashboard Results (Status level provided for indicators with no assigned color)			
Indicator	2017	2018 [†]	2019
English Language Arts (Distance from standard; change)	Very Low* (-129.1)	Very Low (-132.5; ↓3.4)	Very Low (-153.6; ↓21.1)
Mathematics (Distance from standard; change)	Very Low* (-203.5)	Very Low (-225.6; ↓22.1)	Very Low (-237.5; ↓11.9)
English Learner Progress (% making progress; change)	Red (62.8%; ↓17.2%)	(no data) (no results due to transition from CELDT to ELPAC)	Low (36.8%)
Suspension (% suspended once; change)	Blue (0%; ↓4.5%)	Red (6.1%; ↑6.1%)	Orange (9.0%; ↑2.9%)
Graduation Rate (% graduated; change)	Red (4-yr cohort 2015-16: 52%; ↓6.6%; 4-yr cohort 2016-17: 51.4%) [‡]	High[§] (4-yr cohort: 88.9%; 1-yr cohort: 72.7%) [¶]	Green (1-yr cohort: 82.4% graduated; ↑9.6%)
College/Career (% prepared; change)	Very Low/Low (2015-16: 0% prepared; 2016-17: 10.8% prepared) [‡]	Low (11.1% prepared)	Very Low (0% prepared; ↓11.1%)

Figure 2. Source: California School Dashboard; California School Dashboard Data Files

* ELA and Math indicators were not officially included in the 2017 dashboard for high schools. Status values based on the "prior status" values for these indicators found in the 2018 Dashboard Data files.

† 2018 was the first year DASS schools received a Dashboard. Therefore all indicators that are calculated using modified calculation methods did not receive a color due to the lack of a "change" value from the prior year.

‡ Due to reporting timelines at the time, the graduation rate and college/career indicators in 2017 were based on the prior school year (i.e. 2015-16) status value represents 2015-16 data. Starting in 2018, the graduation rate indicator corresponded to the same school year (i.e. 2017-18 for 2018 dashboard). Therefore, 2016-17 data is also included for 2017 in this table.

§ The 2018 Dashboard displays a 4-year cohort graduation rate of 88.9% for Alternatives in Action; however, CDE's DataQuest website shows a 4-year cohort graduation rate of 54.2% for 2017-18. In addition to students receiving a standard high school diploma, the number on the Dashboard for DASS schools also considers several other groups of students as graduates, including students who passed the CHSPE, GED, HiSET, or TASC; students who received an adult education high school diploma; or students who earned a special education certificate of completion (only applicable to students under 20 years old who were eligible to take the CAA).

⁴ The 2018 graduation rate numbers use a DASS-specific methodology and are not comparable to the previous years' graduation rates which were calculated using a different, more traditional methodology.

[¶] In 2018, the DASS school graduation indicator was based on a 4-year cohort grad rate, similar to all non-DASS high schools. Starting in 2019, the DASS school graduation rate calculation methodology was modified to be based off the 1-year cohort grad rate. Therefore, both values are provided for 2018.

State Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the Dashboard. Each charter school uses self-reflection tools included within the Dashboard to report its progress on the local indicators. If a charter school does not submit results to the Dashboard by the given deadline, including completing the self-reflection tool, the charter school will have “Not Met” that indicator. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the charter authorizer or county office of education) as required by State law.⁵

Below are the results of the Charter Schools’ local indicators.

Local Indicator	2017	2018	2019
Basics: Teachers, Instructional Materials, Facilities	Not Met	Met	Not Met
Implementation of Academic Standards	Not Met	Met	Not Met
Parent and Family Engagement	Not Met	Met	Not Met
Local Climate Survey	Not Met	Met	Not Met
Access to a Broad Course of Study	- ⁶	Met	Not Met

Figure 3. Source: California School Dashboard

C. Selection of Comparison Schools

Due to its qualification for the DASS program and the unique body of students that AIA serves that is substantially different from both the District as a whole as well as District-run DASS schools,⁷ staff determined that comparing the charter school to either of these groups of schools would not be appropriate. Therefore, staff identified a subset of comparison schools that were most similar to AIA with regards to students’ prior (i.e. 8th grade) test scores and the enrollment percentages for a several key student groups. For context, the table below shows this information for each of these schools. Overall, the average prior ELA distance from standard (DFS) for the set of comparison schools was equal to the average prior DFS of AIA’s students, while the average prior Math DFS was about 17 points lower than that of AIA.

⁵ Detailed criteria for differentiated assistance can be found at <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>.

⁶ This local indicator was not included on the 2017 dashboard.

⁷ Additional information regarding why District staff do not believe a comparison to only District-run DASS schools would be appropriate can be found in the *Comparison of Alternatives in Action and OUSD DASS School Enrollment Demographics* section of the appendix.

School Name	Percent of Total Enrollment for 2016-17 thru 2019-20				Enrolled Students' Prior (8 th Grade) Test Scores*	
	English Learners	Homeless Youth	Socio-Economically Disadvantaged	Students with Disabilities	ELA	Math
Fremont High	54%	15%	93%	12%	-112	-167
Castlemont High	47%	15%	91%	14%	-110	-167
McClymonds High	7%	2%	88%	17%	-108	-169
Street Academy	16%	1%	88%	15%	-107	-180
Independent Study, Sojourner Truth	12%	0%	76%	17%	-77	-139
Comparison Group Average	27%	7%	87%	15%	-103	-164
Alternatives in Action	50%	1%	97%	10%	-103	-147

Figure 4. Source: Staff analysis of student-level OUSD SBAC outcome data and CALPADS census day enrollment data

* Average DFS on 8th Grade State Test for students enrolled in an OUSD-run middle school as of the census day in 2016-17 thru 2018-19.

D. Comparison of Academic Performance for Key Student Groups

The following comparison of academic performance is included to provide additional insight and context related to the charter school's academic progress. The figures below compare the charter school's performance (average of ELA and Math) and 4-year cohort graduation rates to the combined comparison group weighted average⁸ for the following five student groups: economically disadvantaged students, Hispanic/Latinx students, English Learners, Black/African American students, and special education students.⁹ Please note, despite the following comparisons, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown in the figures below:

- State test results for all key student groups has been inconsistent, typically slightly above or slightly below the comparison school group average over the course of the charter term.
- Graduation rates for all key student groups have increased each year of the charter term.
- Economically disadvantaged students' graduation rates were below that of the comparison group average in each year of the charter term, but were similar in the most recent year.
- Economically disadvantaged Hispanic/Latinx students' graduation rate was the same as the comparison group average in 2016-17, but has increased each year and was 16 percentage-points above the comparison group average in 2018-19.
- AIA's English Learner students' graduation rates were lower in the first two years than the comparison group average, but were slightly higher in 2018-19.

Economically Disadvantaged Students

In the most recent year for which results were available, AIA had 23 economically disadvantaged students with state test results (ELA/Math average) and 64 students for this student group in its graduating cohort.

⁸ Rates were calculated based on combining the number of students from each school (and the number of students that were proficient/graduated) and recalculating the overall proficiency/graduation rates (as opposed to simply averaging the schoolwide averages).

⁹ School-level state test proficiency data and cohort graduation data for each comparison school is available in the *Comparison Group Schools Individual School Data* section of the appendix.

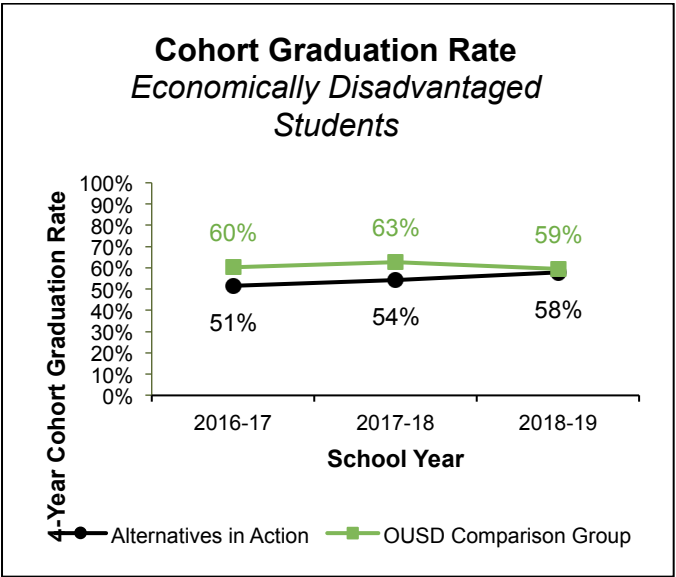
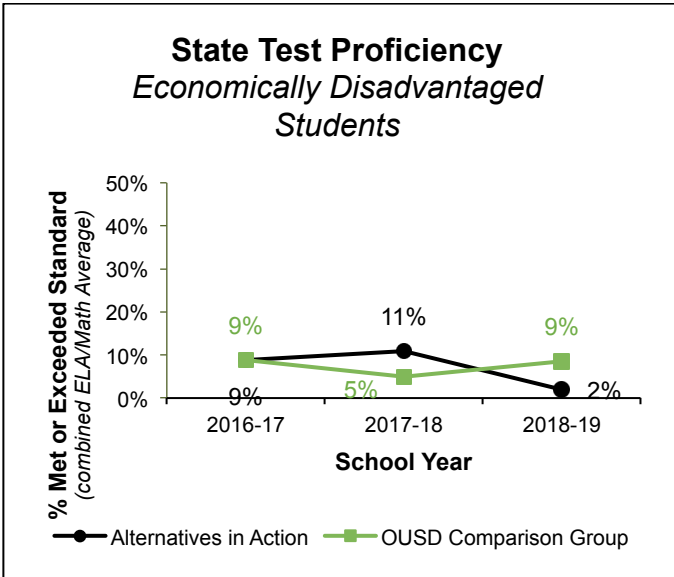


Figure 5. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

Economically Disadvantaged Hispanic/Latinx Students

In the most recent year for which results were available, AIA had 19 economically disadvantaged Hispanic/Latinx students with state test results (ELA/Math average) and 52 from this group in its graduating cohort.

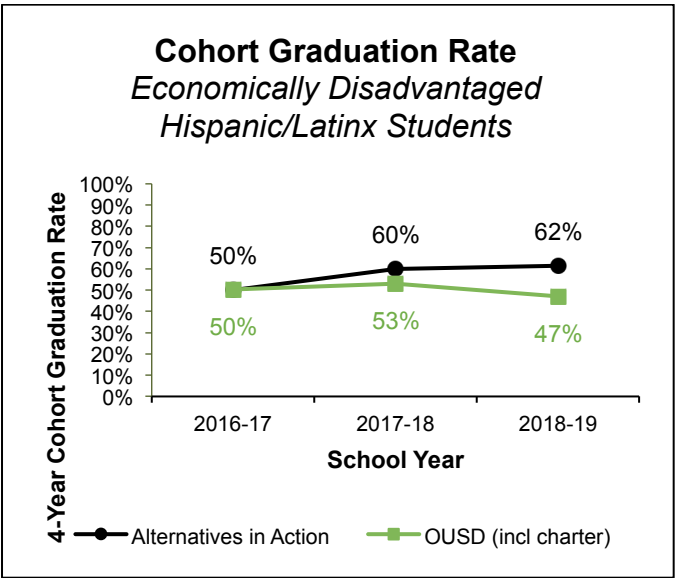
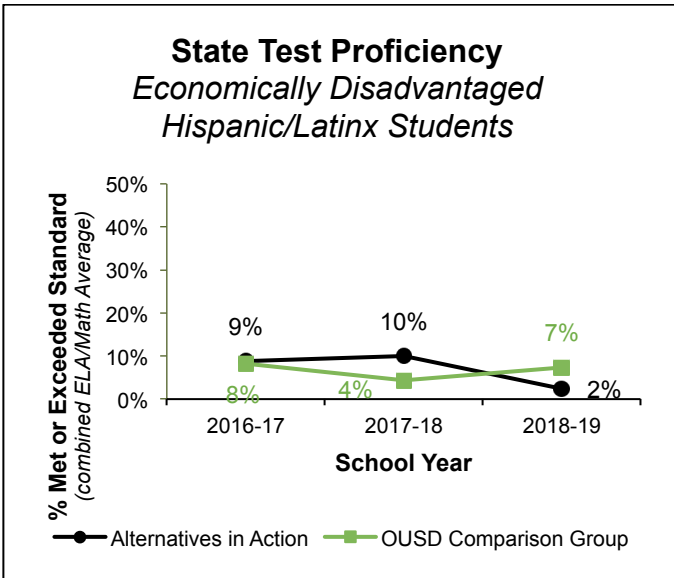


Figure 6. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

English Learner

In the most recent year for which results were available, AIA had 12 English Learner students with state test results (ELA/Math average) and 31 students for this student group in its graduating cohort.

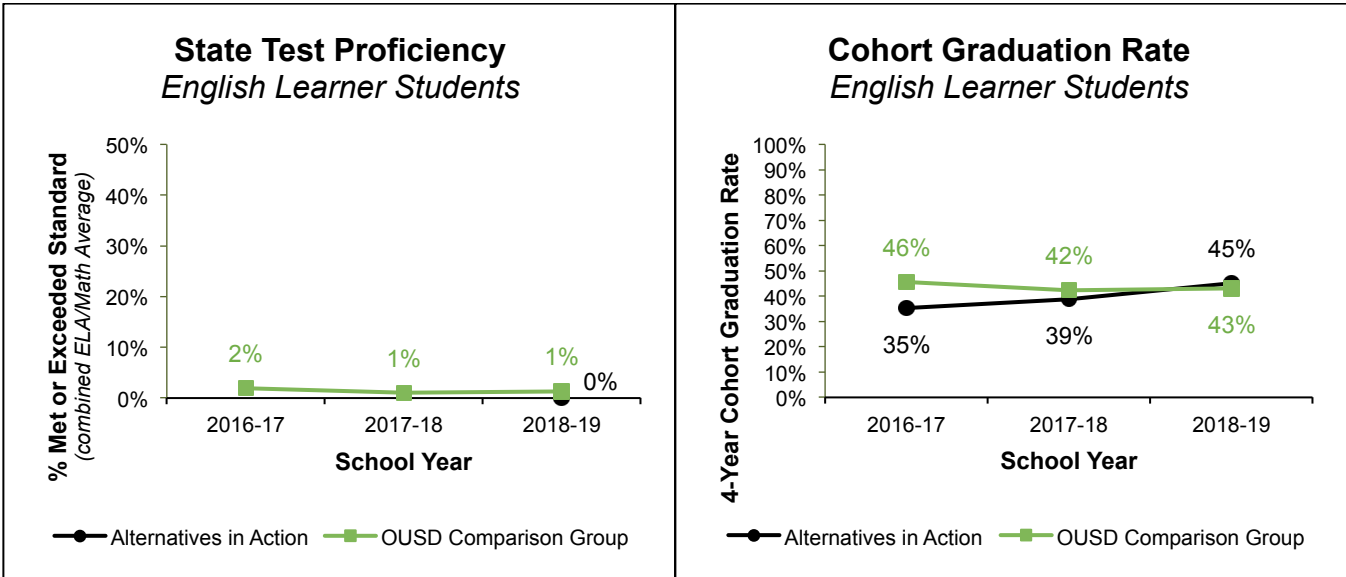


Figure 7. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

Black/African American and Special Education

Due to the low number of both Black/African American and special education students enrolled at AIA, state test and graduation outcomes for these student groups are not publicly available for any of the years of the charter term.

E. Comparison of Graduates Meeting A-G (UC/CSU) Requirements

The figures below compare the percentage of graduates meeting A-G requirements at AIA versus the comparison group. AIA has substantially higher A-G grad rates for each year of the charter term.

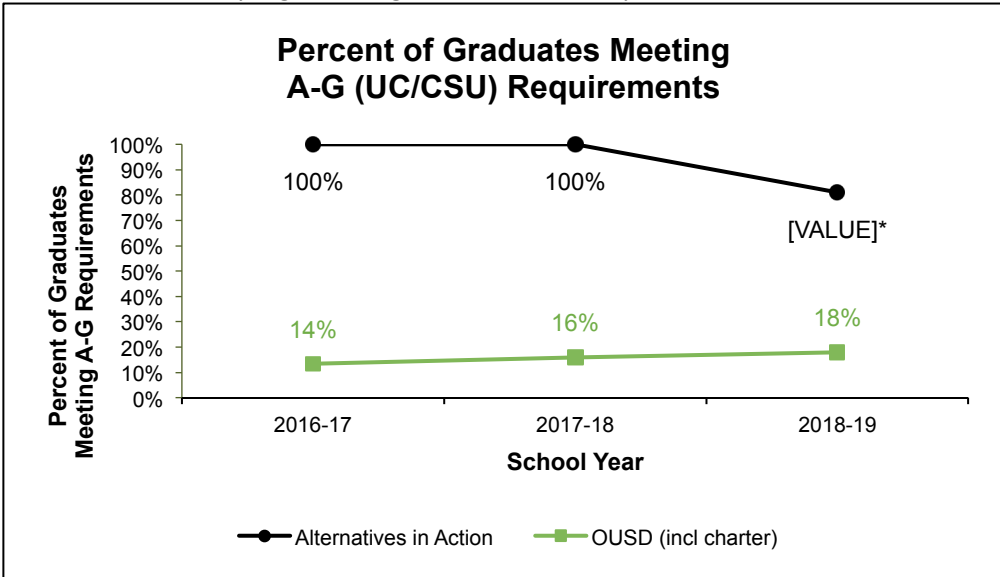


Figure 8. 2016-17 and 2017-18 (for both OUSD and AIA) and 2018-19 (for OUSD only) – CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data); 2018-19 (for AIA only) – Student-level cohort graduation data provided by the charter school

* Due to a reporting error, publicly available data shows that AIA had a 0% A-G rate in 2018-19. The charter school self-reported an 84% (31 of 37 cohort graduates) A-G rate for 2018-19. The charter school provided OUSD staff with student-level data from its 2019 graduating cohort. Using this data, staff calculated a slightly lower A-G graduation rate of 81% (30 of 37 cohort graduates), which is included in this chart.

F. Alternative Metrics

For DASS schools, the District is required to consider alternative metrics applicable to the charter school based on the student population served, which going forward under AB 1505 will be discussed and established at the beginning of the charter term. Since AB 1505 was not in place at the start of the charter school’s current term, specific alternative metrics were not previously agreed upon.¹⁰ Therefore, District staff considered several metrics/data sources provided by the charter school in its renewal petition that are not already included on the State dashboard for high schools, including college-going rates, chronic absenteeism, and NWEA MAP outcomes, and as well as measurable pupil outcomes (MPOs) that were included in AIA’s existing charter petition.

College-Going Rates

The figures below compare AIA’s 12-month college-going rates with those of student in the comparison school group identified previously, both schoolwide and for socioeconomically disadvantaged students and socioeconomically disadvantaged Hispanic/Latinx students for the three most recent years for which data is available.¹¹ AIA did not have enough students from other key student groups for data to be made publicly available. Schoolwide, AIA had lower college-going rates than the OUSD comparison group for all three years. However, for both of the student group comparisons, AIA had higher college-going rates than the OUSD comparison group for 2016-17, but lower college-going rates in 2015-16 and 2017-18.

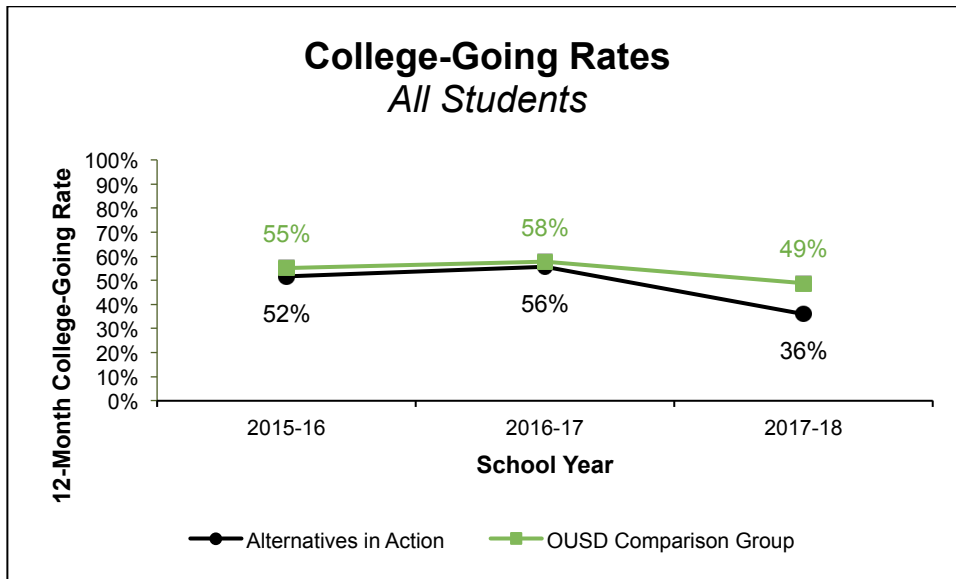


Figure 9. CDE Downloadable Data Files – College-Going Rate for HS Completers (12-month); CDE Dataquest College-Going Rate for CA High School Students Report

¹⁰ If the charter school is renewed, alternative metrics for the upcoming charter term will be determined during the first year of the upcoming charter term by the District, in consultation with the charter school, in accordance with updated Education Code requirements.

¹¹ School-level college-going rate data for each comparison school is available in the *Comparison Group Schools Individual School Data* section of the appendix.

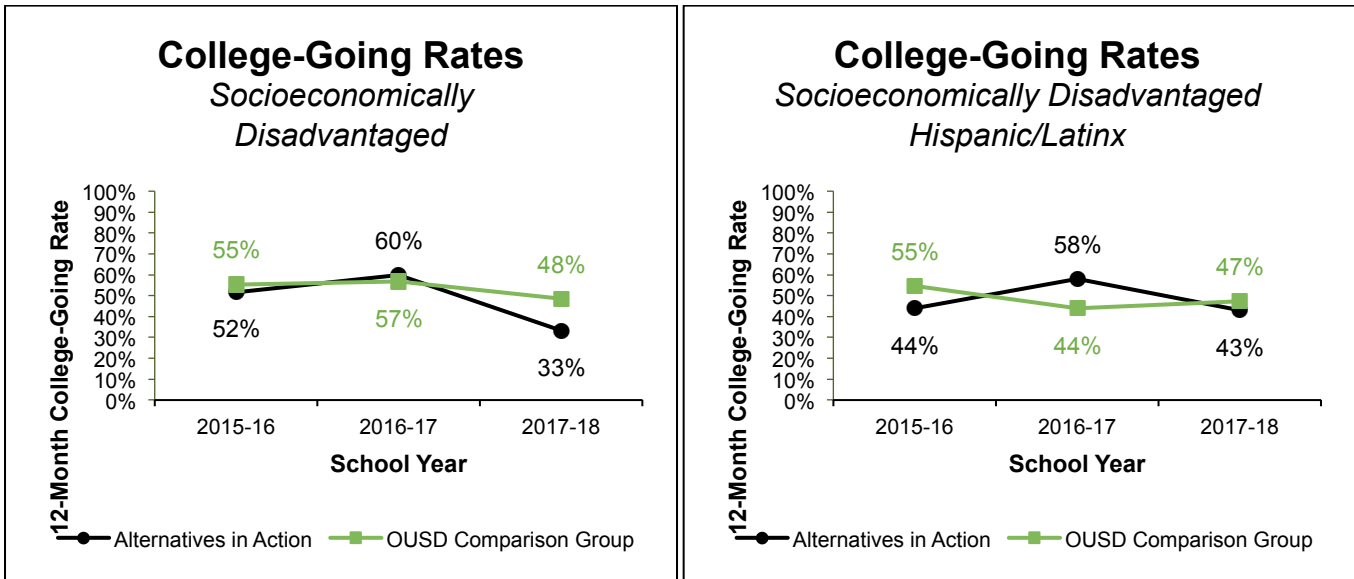


Figure 10. CDE Downloadable Data Files – College-Going Rate for HS Completers (12-month); CDE Dataquest College-Going Rate for CA High School Students Report

Chronic Absenteeism

The table below compares chronic absenteeism rates from 2017-18 and 2018-19 for AIA with the weighted average of the comparison schools group.¹² Data from 2016-17 was not included because the AIA indicated that 2016-17 chronic absenteeism data was inaccurately reported resulting in a 0% chronic absenteeism rate for that year. Though chronic absenteeism rates were generally high, AIA had a substantially lower chronic absenteeism rates than the comparison group comparison schools group weighted average for all key student groups in both years

School/Group	Chronic Absenteeism Rate by Student Group									
	African American		Hispanic/Latinx		Students with Disabilities		English Learners		Socioeconomically Disadvantaged	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Alternatives in Action	27%	42%	21%	42%	33%	44%	18%	41%	20%	41%
Comparison Schools Group	41%	64%	34%	60%	51%	73%	31%	61%	36%	62%

Figure 11. CDE Downloadable Data Files – Chronic Absenteeism Data

NWEA MAP

According to its petition, AIA administers the NWEA Measures of Academic Progress (MAP) assessments twice a year (Fall and Spring) in Language Usage and Math to all students in 9th and 10th grade. Based on each student’s Fall score, MAP identifies an expected growth target for the Spring in each subject and student growth between the two assessments is evaluated against the identified target and each student is given a Conditional Growth Percentile (CGP) NWEA categorizes Conditional Growth Percentiles as follows:

- High : 81st percentile or higher
- HiAvg: 61st to 80th percentile
- Avg: 41st to 60th percentile
- LoAvg: 21st to 40th percentile
- Low: Below 21st percentile

¹² School-level chronic absenteeism data for each comparison school is available in the *Comparison Group Schools Individual School Data* section of the appendix.

Between 2015-16 and 2018-19, the percentage of 9th and 10th grade AIA students in the Avg growth category increased from 16% to 29%, while students in the High/HiAvg growth categories decreased from 46% to 41% and students in the Low/LoAvg growth categories decreased from 39% to 31%.

Measurable Pupil Outcomes (MPOs)

As shown in the table below, the majority of MPOs included in the petition were either unmeasurable and/or insufficient data was provided. For MPOs that were measurable and where data was provided, AIA failed to meet 3, partially met 2, and met only 1. Each specific MPO and related annual update data provided by the charter school can be found in the *Measurable Pupil Outcomes* section of the appendix.

MPO Status	Count
Met	1
Partially Met	2
Not Met	3
Unmeasurable and/or Insufficient Data	7

Figure 12. Staff analysis of MPOs annual outcomes provided by the charter school

G. School Quality Review Rubric Ratings

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR for each charter school was completed by a review team in Fall 2020 and includes virtual classroom observations and focus group interviews with school leadership, students, families, staff, and Board members. The team also reviewed information from the charter school’s performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric.¹³ Ratings range from 1 (low) to 4 (high): 1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	2.5
	1B: Leadership & Governance	2.5
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.0
	2B: Multi-Tiered Systems of Support	2.0
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	2.3
	3B: Evidence-Based Professional Collaboration	2.3
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.0
	4B: Data-Driven Instruction	2.0
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	1.8

Figure 13. Source: Assessment by the SQR review team after site visit conducted on October 14, 2020

¹³ The full SQR Rubric used for this evaluation can be found at <https://www.ousdcharters.net/renewing-charter-schools.html>.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school’s renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹⁴ Evidence considered for this criteria include:

- Financial condition
- Enrollment and Average Daily Attendance
- Enrollment demographics
- Compliance with regulatory elements (including notices of concern, website posting, and teacher credentialing)
- Board health and effectiveness

A. Financial Condition

The charter school is in fair financial standing and has maintained a healthy ending fund balance and a reserve well above 3% in each year of the charter term. The charter school had substantial deficit spending in 2018-19—which was largely due to a decrease of over \$3 million in grants and contributions from the prior year—but for all other years deficit spending was below 20% and/or non-existent. Throughout the charter term, the debt ratio has been less than 1.

Financial Indicator	2016-17	2017-18	2018-19	2019-20 [Unaudited Actuals]
Ending Fund Balance	\$1,593,550	\$2,344,650	\$1,340,811	\$1,505,548
Deficit Spending	\$(49,896)	\$0	\$(1,003,839)	\$0
Deficit-to-Ending Fund Balance Ratio	-3.13%	0.00%	-74.87%	0.00%
Debt Ratio	0.27	0.28	0.29	N/A
Audit Opinion	Unmodified	Unmodified	Unmodified	N/A
Major Audit Finding	None	None*	None*	N/A
3% Reserve	Yes (31%)	Yes (36%)	Yes (38%)	Yes (61%)

Figure 14. Source: Audit, Attendance, and State P2 Reports

* No major findings; however, audit report identified material weaknesses as mentioned in the following paragraph.

The two most recent audit reports identified material weaknesses, which noted that “the Board did not have a clear picture of the budget position of the organization.” Additionally, during the current charter petition term, there were allegations of financial mismanagement of the nonprofit that resulted in a third party investigation. OUSD requested the investigative report and has not been provided with a copy.

AIA ultimately found violations of AIA’s internal Fiscal Policies and Procedures and HR Policies and Procedures. As a result, both the Executive Director and Director of Operations and Finance were replaced. Starting in 2019, the Charter School also started outsourcing its accounting, finance, and HR operations. AIA also ceased operations of its after school program where the allegations originated.

B. Enrollment and Average Daily Attendance (ADA)

Total Enrollment and ADA by Year

Enrollment at AIA increased from 171 to 202 between 2016-17 and 2018-19, but has since declined to 170. Despite enrollment remaining nearly the same in 2020, the charter school’s ADA decreased to 125 (as of September 2020), which was substantially lower than the prior year.

¹⁴ EC §47605(c)(2)

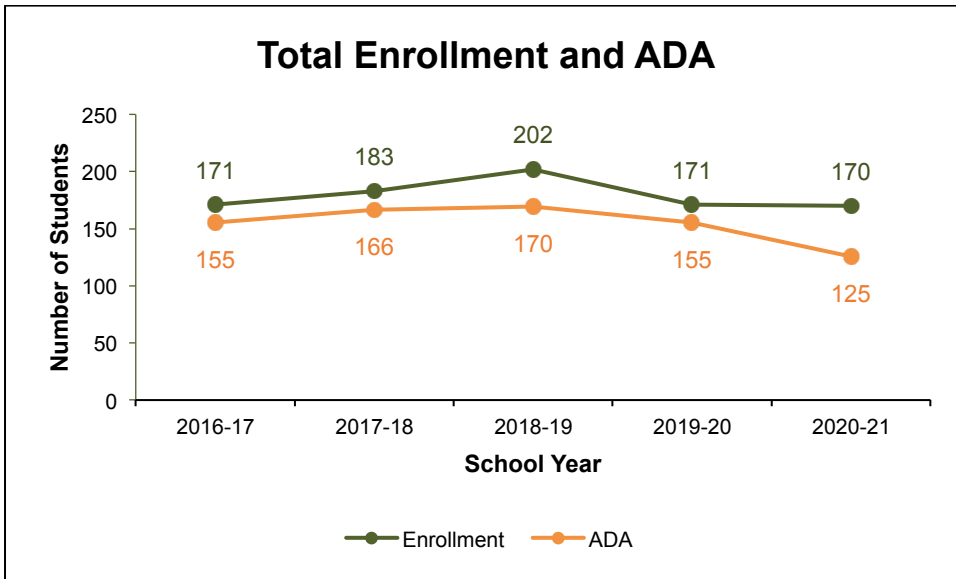


Figure 15. Source: 2016-17 thru 2019-20 – CDE Downloadable School Enrollment Data File; P-Annual ADA Reports; 2020-21 – first end-of-month enrollment and attendance report (as of 9/21/20)

Enrollment by Grade Level

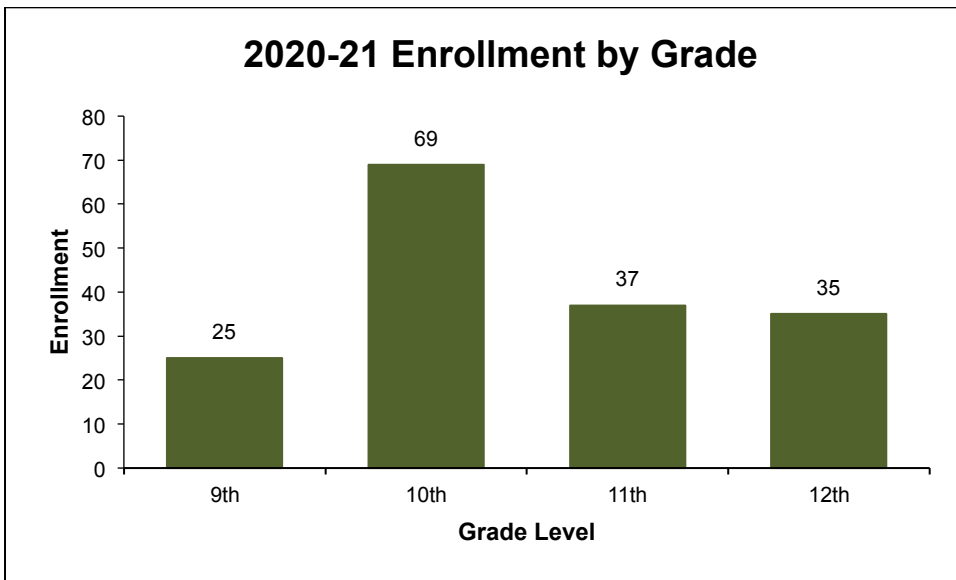


Figure 16. Source: Self-reported by AIA as of 11/6/20

Note: The total enrollment in this table is slightly lower (166) than the total in the preceding table (170) as this data was provided at a different point in time.

Student Retention

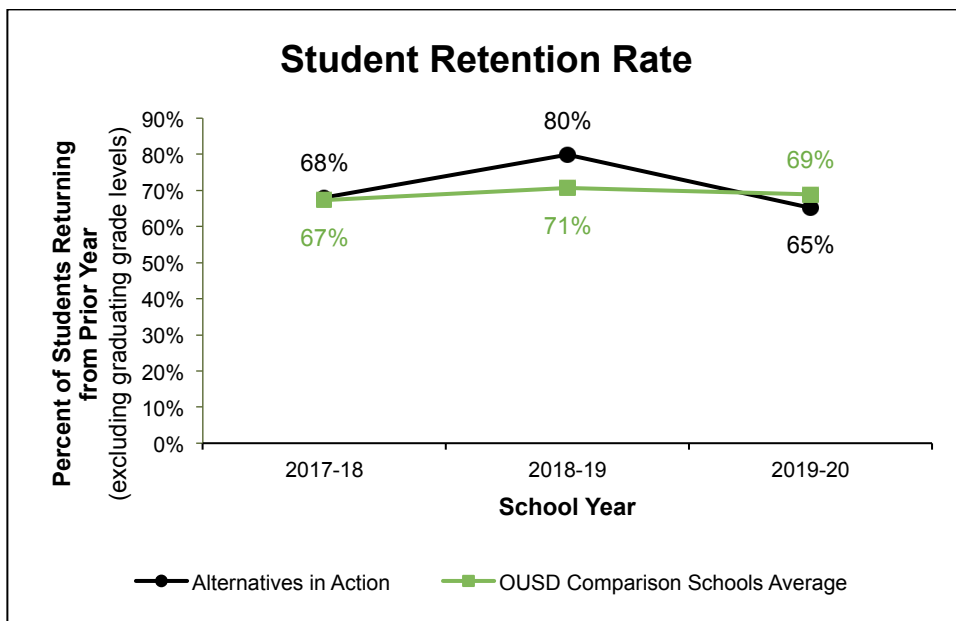


Figure 17. Source: Charter Schools - Annual Fall Census Day student-level enrollment data submitted to OUSD; OUSD Comparison Schools - Annual Fall Census Day enrollment data

C. Enrollment Demographics of Key Student Groups

Proposed Intended Student Population

In its renewal petition, AIA indicated that it is open to all high school age youth, but places special emphasis “on serving youth who have been unsuccessful or unchallenged in traditional school.” Furthermore it states AIA “conducts targeted recruitment to outreach to students who are most at risk including partnerships with the Transition Center of the Juvenile Justice Center, East Bay Asian Youth Center (EBAYC), East Bay Agency for Children (EBAC), and Youth Alive! which operates a case management program for system-involved youth, and the East Bay Asian Local Development Corporation (EBALDC) that operates subsidized housing and resident programs.” (see pg. 42) The charter school does not have any neighborhood- or zip code-specific admission preferences.

Admission Preferences

The charter school’s admissions preferences included in its renewal petition are as follows.

1. Siblings of students admitted to or attending the Charter School
2. Students who reside in Oakland Unified School District
3. All other applicants

Charter School and Districtwide Enrollment Demographics Comparison

2019-20 Charter School and Districtwide Enrollment Demographics			
Student Group Type	Student Group	Charter School	OUSD ¹⁵
Race/Ethnicity	Hispanic/Latinx	92%	47%
	Black/African American	5%	22%
	Asian	0%	12%
	White	1%	10%

¹⁵ Includes all OUSD-operated schools and OUSD-authorized charter schools (unless otherwise noted)

	Two or More Races	1%	4%
	Other Race/Ethnicity	1%	2%
	Not Reported	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	96%	73%
	English Learners	57%	31% (9-12 only: 24%)
	Special Education	7%	13% (excluding charter schools: 14%)

Figure 18. Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report based on Certified CALPADS data submitted by OUSD to the CDE; All data as of 2019-20 Census day

English Learner Enrollment by English Language Proficiency Assessment for California (ELPAC) Level

The following table shows a comparison of the distribution of English Learners by ELPAC Level for both the charter school and all OUSD students in comparable grade levels. This provides additional context about the level of need for English Learners at the charter school, but does not provide any indication as to how well the charter school is serving these students. The English Learner Progress indicator on the State Dashboard is a more appropriate metric for evaluating how well English Learners are being served by the school.

ELPAC Level	% of English Learners by ELPAC Level in 2019	
	Charter School	OUSD Grades 9-12 (including charter schools)
Level 4 – Well Developed	11%	10%
Level 3 – Moderately Developed	19%	27%
Level 2 – Somewhat Developed	27%	29%
Level 1 – Beginning Stage	44%	35%

Figure 19. Source: 2018-19 Summative ELPAC Results

Special Education Enrollment by Disability Type Comparison

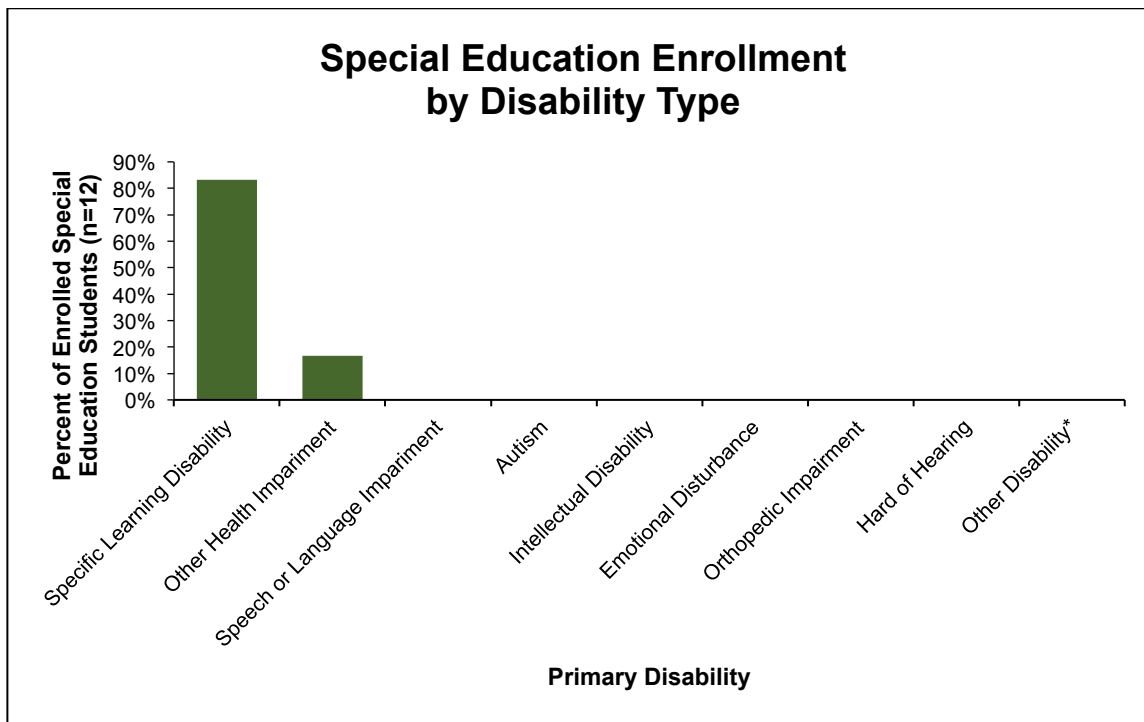


Figure 20. Source: CALPADS 2019-20 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)

* Includes Deafness/Hearing Impairment, Visual Impairment, Established Medical Disability, Deaf-Blindness, Multiple Disabilities, and Traumatic Brain Injury

Plans for Achieving Balance of Key Student Groups

As required, the charter petition outlines AIA’s plans for achieving a balance of racial/ethnic, special education, and English Learner students. It states that AIA has focused outreach and recruitment efforts in order to attract a student population that is closely reflective of the Seminary neighborhood in East Oakland. The petition outlines a variety of strategies including school district open enrollment activities, community meetings, contact with neighborhood groups, direct personal recruiting, distributing brochures/written materials in various languages. They also indicated that many families are referred by other families, counselors at both district and charter high schools, partners with connections to the juvenile justice system and other youth programs. Given the current enrollment demographics, staff would have liked to have seen additional strategies to recruit a balance of racial/ethnic and special education students.

D. Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the charter school’s authorizing district will send the school, school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.¹⁶

AIA received 0 Notices of Concern from its current authorizer, Alameda Unified School District (AUSD) over the course of the current charter term. However, it is not clear how much weight to give the lack of Notices of Concern. AUSD does not have a designated office that oversees charter school authorization and the position tasked with providing charter oversight was unfilled for a 6 month period in the 2018-19 school year. AUSD also may have a different threshold for issuing Notices of Concern than OUSD. It is worth noting that AUSD did not issue a Notice of Concern when the serious allegations of financial mismanagement arose, a situation that would almost certainly have initiated at least a Notice of Concern from OUSD.

School Year	Notices of Concern	Area(s) of Concern
2016-17	0	--
2017-18	0	--
2018-19	0	--
2019-20	0	--
2020-21	0	--

Figure 21. Source: AUSD Charter Oversight Staff

E. Board Health and Effectiveness

A charter school governing board’s decisions have significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students.

The Office of Charter Schools evaluates the governing board’s overall health and effectiveness during the renewal process. This evaluation uses the charter school’s performance report, the interviews conducted at the renewal site visit, and Element 4 of the charter renewal petition (along with any supporting documentation) to establish whether the minimum standard is met for each of the core competencies found in the table below.

¹⁶ If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school’s record.

Board Effectiveness Ratings

Board Effectiveness Core Competency	Standard Met?
The governing board is an effective decision making body which is active and meets its governance obligations.	No
The governing board is knowledgeable, and invested in academic achievement of all student groups.	Yes
The governing board works to foster a school environment which is viable and effective.	Yes
The governing board abides by appropriate policies, systems, and processes in its oversight.	No

Figure 22. Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school board meeting(s).

AIA has not met the two standards above for all of the reasons outlined in this Report, particularly the following:

State Requirements

AIA has not adhered to a number of important state requirements. AIA has “Not Met” its local indicators in two out of three years.¹⁷ To have “Not Met” a local indicator reveals an inability of leadership to be aware of an important state requirement and plan ahead and administer the self-reflection tool; it also reveals an inability of the Board to hold leadership accountable adhere to an important state requirement. Additionally, there are a number of instances where AIA failed to correct errors in data reported to the State (e.g., AIA reported inaccurate data in 2016-17 for its chronic absenteeism rate and again in 2018-19 for its Graduates Meeting UC/CSU Requirements).

30-Day Notice and Response

In the 2018-19 school year, allegations of financial mismanagement were raised against AIA’s former executive director. In addition, in 2019, AIA staff removed and failed to return \$21,000 worth of OUSD property from 3 OUSD high schools. On October 21, 2020, District staff sent a notice to the Charter School raising these fiscal/governance concerns (30-Day Notice). The 30-Day Notice specifically identified three concerns:

- Concern 1: The majority of current AIA board members oversaw the school when concerns about financial mismanagement were raised. Of the board’s 7 members, 4 were board members at the time the concerning financial practices occurred.
- Concern 2: The current AIA executive director was not aware of the investigation into financial mismanagement, suggesting that either the board has not effectively passed on lessons learned from the previous crisis to current staff or that the executive director is not actively engaged in and/or informed of the issues faced by the school.
- Concern 3: AIA failed to respond to several notices issued by OUSD regarding theft of OUSD property. This raises questions about the capacity of leadership and their commitment to partnership with the District.

To resolve these concerns, the District also requested the following:

1. A statement of specific steps the board has taken or will take to ensure that all of the concerns outlined above have been addressed and controls have been implemented to prevent a recurrence.
2. A transition plan to replace 2 or more of the board members who were on the board in 2018-19. The purpose of this transition is to ensure the majority of current board members were not on the board during the period when a lack of oversight occurred. This plan should specify the timeline for the transition, who will be transitioning off the board, and the skill areas/expertise the board will be seeking in replacement board members.

¹⁷ While local indicators are usually regarded as an academic indicator, they can also be used to gauge the governance ability of a charter school (or school district). This is because to have “Met” a local indicator does not depend on performance but rather than on whether certain actions were taken, including using a self-reflection tool to examine progress in a particular area and then report the results at a public charter school board meeting.

3. A statement regarding each board member's financial management background and experience. This should also identify the primary board member in charge of overseeing the school's financials and specify that person's expertise and credentials.
4. A plan for how the board will guarantee institutional memory is transferred to new leadership during a leadership transition. This should specify how the board will ensure that new school leadership is fully informed of a) significant allegations that arose under previous leadership and b) the steps taken to reform the situation so as to prevent a recurrence.
5. An explanation of why the school failed to respond to previous notices from OUSD regarding removal of property and a commitment to responding to all correspondence and requests from OUSD in an appropriate and timely manner in the future.

The District provide the Charter School with an opportunity to cure the alleged violations and/or propose a corrective action plan and sought a response within 30 days.

AIA provided a response to the District on 11/13/20 ("AIA's Response"). Upon review, OCS determined that the school provided sufficient evidence to resolve the concern about non-response to notices (i.e. Concern 3). However, AIA's corrective action plan did **not effectively resolve** all of the concerns identified in the 30-day notice. In particular,

- AIA's Response did not capture the gravity of the allegations and its implications for governance. The Response focuses primarily on the fact that the financial improprieties "related exclusively to afterschool programs that AIA operated." The Response goes on to explain that "[t]hose programs closed on June 30, 2019" and that "[n]one of these concerns related to the operation of [AIA] We ask, once again, for OUSD staff to recognize that the financial policy violations were separate from the Charter School." OCS's concern with the financial improprieties is that the same Board that oversaw the afterschool program also oversaw the charter school.
- AIA's Response did not identify who will be transitioning off the Board and the skill areas/expertise the Board will be seeking in replacement board members. This detail is critical to understanding AIA's proposed transition plan.

As a result, the corrective actions proposed by the Charter School cannot be successful and, separately, are not viable because the violations are too severe and pervasive.

AIA's Response to and Transparency Regarding Its Financial Mismanagement

In its response to the District's 30-Day Notice, AIA asserts that "OUSD does not have legal authority to invoke Education Code section 47607(e)." AIA argues that the reference in statute to "the" chartering authority references, in the context of AIA, to AUSD rather than OUSD. If this is true, then OUSD was not required to send a 30-Day Notice. In that instance, the aforementioned governance and fiscal concerns are still valid.

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criteria includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a “reasonably comprehensive” description of 15 required elements related to the school’s operation.¹⁸ The following table summarizes staff findings related to whether this standard was met for each element.

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 23. Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

¹⁸ EC §47605(c)(5)

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires charter petitions to include the following information.

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(d).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: <ul style="list-style-type: none"> The facilities to be used by the charter school, including specifically where the charter school intends to locate. The manner in which administrative services of the charter school are to be provided. Potential civil liability effects, of the charter school on the authorizer. 	Yes
Financial statements that include the annual operating budget and 3-year cash flow and financial projections, backup and supporting documents and budget assumptions.	Yes

Figure 24. Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Figure 25. Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend? (limited to State definition)

In order for a charter school’s renewal petition to be approved, the school must be serving all students who wish to attend.¹⁹ By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school’s procedures. Denial under this criteria may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criteria includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State did not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term²⁰:

- The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. CDE staff only provided data for 2016-17 for AIA and stated that they did not have data for 2017-18 and 2018-19 for the charter school “because they are a DASS school and are held to a different standard.” For 2016-17, the charter school did not have a numerically significant number with State test results for either set of data. Therefore, there is no data to suggest that the school is not serving all students who wish to attend.

Indicator (Part B)	2016-17
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	18% (35 of 199)
Number of these students with State test results from the prior year (combined ELA/Math average)	2
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*

Figure 26. Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

¹⁹ EC §47607(e)

²⁰ At the time of this report, the State provided data for 2016-17 through 2018-19. Data from 2019-20 had not yet been certified and was, therefore, unavailable.

Indicator (Part C)	2016-17
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	19% (33 of 178)
Number of these students with State test results from the prior year (combined ELA/Math average)	2
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*
Charter school's schoolwide average DFS on the State test from the prior year (combined ELA/Math average)	*

Figure 27. Source: Aggregate enrollment-pattern data provided by the State; State School Dashboard

* Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance With Suspension/Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive, nor did its current authorizer (Alameda Unified School District) report any substantiated complaints related to noncompliance with suspension and/or expulsion requirements.

V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the charter school's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the charter school adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths

- Increasing graduation rates schoolwide and for all student groups and very high percentage of graduates meeting A-G requirements in all years of the charter term.
- Students are highly involved in guiding the charter school's program development.

Challenges

- Very low, and declining, State test proficiency rates over the course of the charter term. Proficiency for all student groups, including economically disadvantaged students, economically disadvantaged Latinx students, and English Learner students, are below OUSD comparison group in most recent year.
- Low or very low college/career readiness for all three years of the charter term and low college-going rates in the most recent year for which data is available.
- Low percentage of English Learners making progress towards English proficiency in the two years for which there is data.
- Low academic expectations and rigor and lack of student engagement noted by SQR review team.
- Failure to meet most of its own Measure Pupil Outcomes.
- "Not Met" all local indicators in two out of the last three years.

Determination

Based on this analysis, AIA has not presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths

- Enrollment has been relatively steady over the course of the charter term.

Challenges

- Substantial concerns about the Board's ability to meet its fiscal/governance obligations. The Charter School failed to adhere to important state requirements, failed to comprehensively respond to OUSD's 30-Day Notice, and deflected on and were not transparent with respect to past financial improprieties and the subsequent investigation.
- Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentage of Black/African American students and students with disabilities than the OUSD average.

Determination

Based on this analysis, AIA is not demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths

- Charter petition contains reasonably comprehensive descriptions of the required 15 elements.
- OUSD-specified requirements are included in petition.

Challenges

- N/A

Determination

Based on this analysis, the petition for AIA is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths

- No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend.
- There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.

Challenges

- N/A

Determination

Based on this analysis, AIA is serving all students who wish to attend.

E. Analysis of Best Interest of Charter School Pupils

When respect to renewing a petition for a DASS school, the chartering authority should also examine whether the closure of the charter school is in the best interest of pupils. In doing so, the chartering authority shall consider the charter school's performance on the state and local indicators as well as the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. Additionally, when determining whether to recommend denial, District staff consider other public school options available to the charter school's current students and whether students are likely to be better served by these schools. The following provides an overview of where AIA's students live, what other public school options currently exist in these areas, and where students who have transferred from the school have subsequently enrolled.

Schools Where Transferring Students Enrolled

The table below shows the number of AIA students who enrolled in another Oakland public school in during the subsequent year for 2016-17 thru 2019-20.²¹ Over this 4-year period, there weren't many clear enrollment patterns as 59 former students enrolled in 23 different schools, including a mix of:

- DASS (32%) and non-DASS (68%) schools;
- District-run (71%) and charter (29%) schools; and
- Large (31%) and smaller (69%) schools²²

²¹ For example, students who were enrolled at AIA in 2016-17, but enrolled in another school in 2017-18 are included in the 2016-17 column.

Based on this information, it seems likely that if the charter school were to close, former students would spread out across many schools, both district and charter, large and small, and alternative and non-alternative; however, it seems likely that alternative schools may be slightly more impacted than non-alternative schools.

Number of AIA students who subsequently enrolled in other Oakland public schools					
School Name	2016-17	2017-18	2018-19	2019-20	4-Year Total
Skyline High	6	2	0	0	8
Dewey Academy	1	1	3	1	6
Gateway to College at Laney College	0	3	2	1	6
ACOE Opportunity Charter	2	1	0	1	4
Castlemont High	0	1	2	1	4
Oakland High	0	2	1	1	4
Ralph J. Bunche High	3	1	0	0	4
Rudsdale Continuation	2	0	1	1	4
Other schools with only 1 or 2 former AIA students transferring over the 4-year period ²³	6	4	7	2	19
Total	20	15	16	8	59

Figure 28. Source: OUSD-Run Schools – CALPADS Census Day Enrollment (2020-21 preliminary census day enrollment); Charter Schools – Self-reported Census Day student-level enrollment data

NOTE: This table only includes former AIA students who enrolled in another Oakland public school the following year, not all students who transferred out of the charter school.

Information Regarding Other District and Charter School Options Located Near AIA Students

According to the charter school, 92% of its student population resides in East Oakland in the following four zip codes: 94601, 94603, 94605, and 94621. The table below shows the percentage of AIA students who live in each of these zip codes (as self-reported by the charter school) as well as a list of high schools located in each zip code.

Zip Code	Percent of AIA Students Residing in Zip Code	Other District and Charter High Schools Located in Zip Code
94621	43%	<ul style="list-style-type: none"> • Coliseum College Prep Academy • Lighthouse Community Charter High School • Lodestar²⁴ • Aspire Golden State College Preparatory Academy
94601	25%	<ul style="list-style-type: none"> • ACOE Opportunity Academy School • ARISE High School • Fremont High School • Latitude High School²⁵

²² Large schools were defined as schools with a 2019-20 high school enrollment of greater than 500 (includes Castlemont, Fremont, Oakland High, Oakland Tech, and Skyline), while small schools were defined as schools with a high school enrollment of less than 500.

²³ Includes 4 schools that enrolled 2 former AIA students (Aspire Lionel Wilson, Envision Academy, Fremont High, and Latitude) and 11 schools that enrolled just 1 former AIA student (AIMS High, ARISE, Aspire Golden State, CCPA, Community Day, Lighthouse High, LPS Oakland R&D, Madison Park, McClymonds, Oakland Charter High, and Oakland School for the Arts) over the 4-year period.

²⁴ Lodestar will enroll students in grades K-10 in 2021-22 and is currently growing one grade level each year until reaching its full authorized grade span, K-12.

²⁵ Latitude has not yet secured a facility for the 2021-22 school year, but was previously located in the 94621 zip code area.

		<ul style="list-style-type: none"> • Life Academy • Oakland Charter High School
94605	14%	<ul style="list-style-type: none"> • BayTech Charter School • Castlemont High School • LPS Oakland R&D • Oakland Unity High School • Ruidsdale Continuation • Ruidsdale (Newcomer) • Sojourner Truth Independent Study
94603	10%	<ul style="list-style-type: none"> • Aspire Lionel Wilson College Preparatory Academy • Madison Park Academy 6-12

Figure 29. Source: AIA Renewal Public Hearing Powerpoint Presentation from 11/4/20 OUSD Board meeting

The following provides additional information regarding high schools located in these four zip codes. Many of the charter school's current students and families indicated that one of the reasons they chose AIA was for its small size, which they indicated allows students to feel personally known by staff at the school. As shown in the following table, there are a variety of other relatively small high schools located in these four zip codes, including three alternative schools. However, it should be noted that some of these schools also serve additional students in non-high school grade levels (primarily grades 6-8). The enrollment percentage of Socioeconomically Disadvantaged students (SED), English Learners (EL) and, SWD (Students with Disabilities) at each of these schools is provided for additional context.

School Name	Grades 9-12 Enrollment	% SED	% EL	% SWD
Alternatives in Action	171	96%	57%	7%
ARISE High	369	88%	17%	11%
Aspire Golden State	326*	93%	22%	11%
Aspire Lionel Wilson	288*	91%	24%	12%
Bay Area Technology	139*	68%	19%	12%
Castlemont High	819	89%	53%	14%
CCPA	281*	95%	32%	21%
Fremont High	841	92%	56%	13%
Sojourner Truth	170*	78%	7%	20%
Latitude 37.8 High	103	77%	35%	19%
LIFE Academy	247*	91%	23%	17%
Lighthouse High	289	90%	23%	11%
Lodestar	- ²⁶ *	81%	38%	9%
LPS Oakland R & D	498	94%	38%	10%
Madison Park 6-12	434*	94%	30%	12%
Oakland Charter High	461	88%	13%	7%
Oakland Unity High	355	89%	21%	10%
Opportunity Academy	125	64%	11%	6%
Ruidsdale Continuation	270	89%	61%	7%

Figure 30. Source: CDE Downloadable School Enrollment Data File; CDE DataQuest School Enrollment by Subgroup Report based on 2019-20 Census day enrollment

* Serves additional students in other non-high school grade levels

The following figures below highlight a range of student outcomes (including state test proficiency, cohort graduation, A-G graduation, and college-going rates) for these schools relative to AIA.²⁷

²⁶ Only started serving high school grades in 2020-21. Projected to serve 279 high school students when grades are fully grown out.

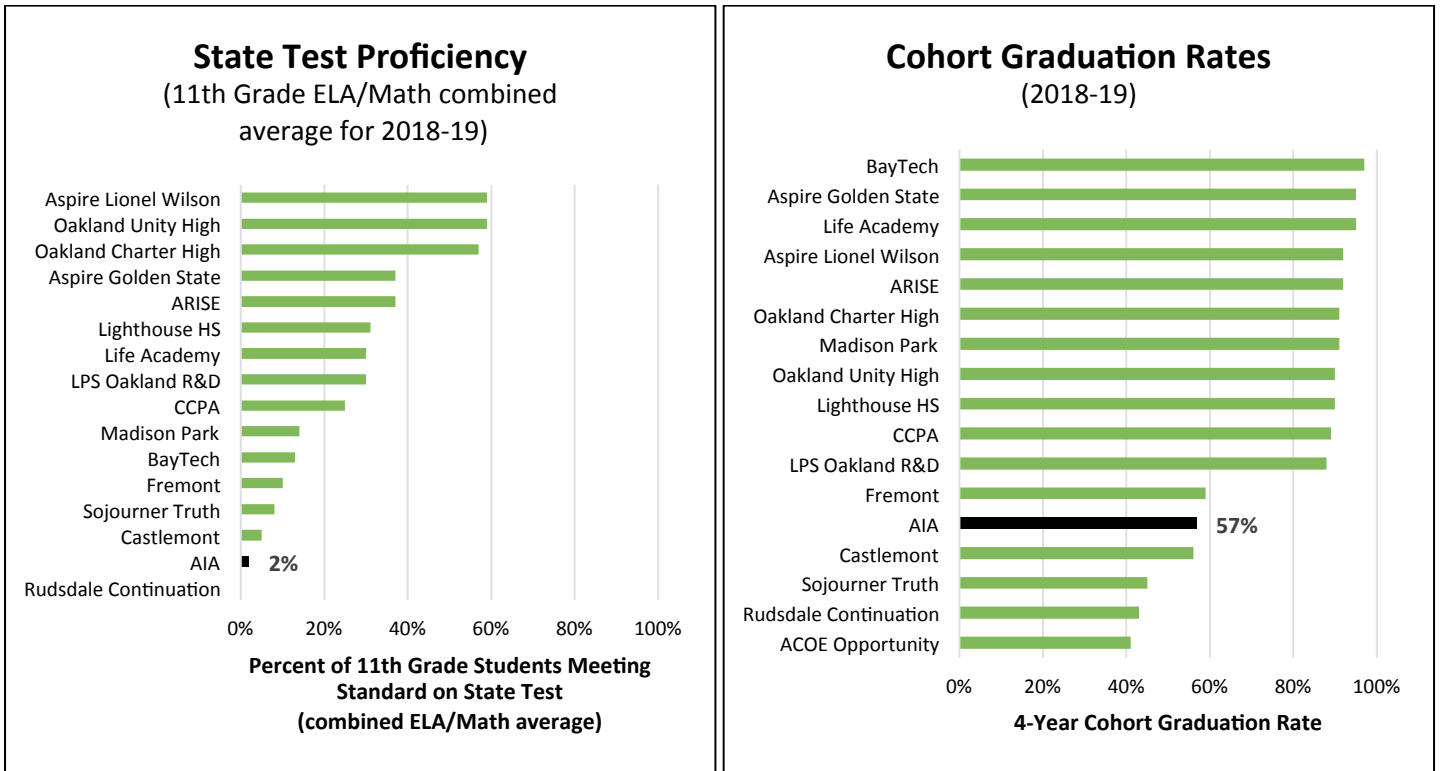


Figure 31. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

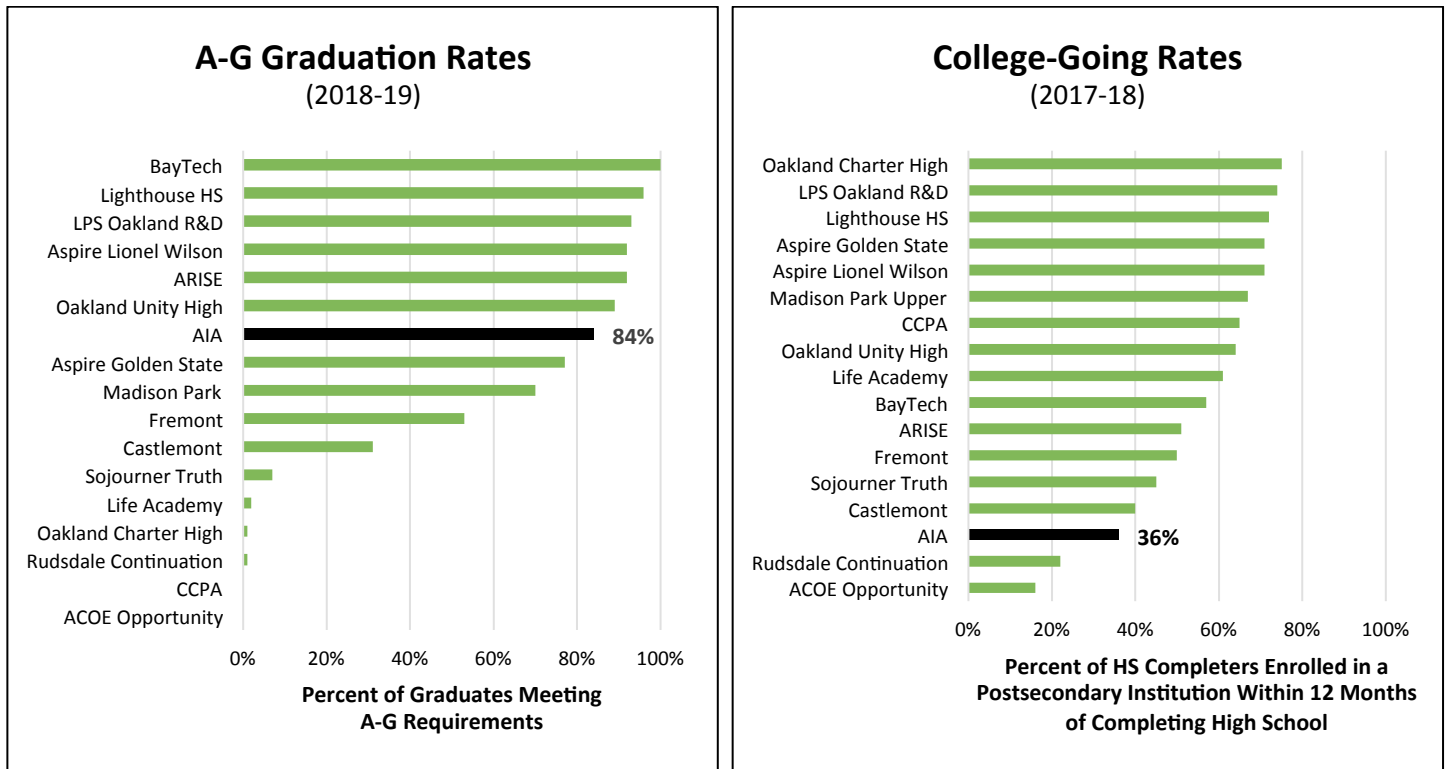


Figure 32. CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data; College-Going Rate for HS Completers (12-month))

²⁷ Although staff would typically include CORE growth data in this section, CORE growth data is not available for AIA as the charter school does not currently participate in CORE. However, given the school's small size, it is unlikely that growth data would be available even if it did participate in CORE.

The data indicate that (i) AIA students do not transfer to a single school or even a handful of schools but rather to a wide variety of schools across the District and (ii) that the vast majority of the schools to which AIA students transfer offer at least the same level of quality—if not higher—than AIA. These facts, when combined separately and together with the concerns outlined in Part I (Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?) and Part II (Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?), support the conclusion that closing AIA would be in the best interest of students.

F. Recommendation

Based on its analysis of the charter school, staff recommends to **deny** the charter renewal petition for **Alternatives in Action High School**. The charter school has not met OUSD’s Charter Renewal Criteria and the standards and criteria established in the California Charter Schools Act,²⁸ which governs charter school renewals. In particular, the analysis in this report finds that (1) the school is not academically sound for purposes of charter renewal, and (2) the school is not demonstrably likely to be able to implement the proposed program. If Alternatives in Action is not renewed by the OUSD Board of Education, the school’s charter would expire on June 30, 2021.

²⁸ Education Code §47605

VI. Appendix

A. Dashboard Alternative School Status (DASS) Eligibility Criteria and Analysis Regarding Comparison to OUSD DASS Schools

The following outlines factors that District staff considered in determining whether a comparison of AIA to OUSD Dashboard Alternative School Status (DASS) schools would be appropriate. After considering differences in criteria used to qualify for DASS, the proportion of students enrolled in different grade levels at each DASS school, and prior (i.e. 8th grade) test scores for each school's students, District staff determined that comparing AIA to most OUSD DASS schools would not be appropriate.

DASS Eligibility Criteria

Schools may qualify for the DASS program by either being a "Defined Alternative School" or an "Other Alternative School." "Defined Alternative Schools"²⁹ are defined in the Education Code and automatically qualify with an participating in the DASS program. "Other Alternative Schools" include alternative schools of choice and charter schools that serve an unduplicated count of at least 70 percent of the school's total enrollment comprised of specified high-risk student groups.³⁰ Since all District-operated DASS schools qualified under different criteria than the criteria by which AIA qualified for DASS, it cannot be assumed that AIA's student population is necessarily similar to student populations of OUSD DASS schools. The following table shows the unduplicated counts and percentages of high-risk students that the charter school reported in its DASS application.

DASS High-Risk Student Group	Unduplicated Count	Percent of Total Student Population
Truant	48	28.1%
Recovered Dropout	29	17.0%
Credit deficient	14	8.2%
Suspended	9	5.3%
Homeless	8	4.7%
Ward of the Court	7	4.1%
Pregnant/Parenting	5	2.9%
Expelled	4	2.3%
More than 2 schools	3	1.8%
Retained more than once	0	0.0%
Total	127	74.3%

Figure 33. Source: *Alternatives in Action Governing Committee resolution approving the participation of Alternatives in Action High School in the DASS program.*

²⁹ School types that are automatically placed in DASS include: Continuation; County or District Community Day, Opportunity; County Community; Juvenile Court; California Education Authority, Division of Juvenile Justice; Country-Run Special Education Schools; and district-operated special education schools that have at least 70 percent of students enrolled in grades 3-8 and grade 11 participating in the California Alternate Assessments.

³⁰ High-risk groups include: expelled, suspended more than 10 days in a school year, wards or dependents of the court, pregnant and/or parenting, recovered dropouts, habitually truant or habitually insubordinate and disorderly whose attendance at the school is directed by a school attendance review board or probation officer, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with high level transiency, foster youth, and homeless youth.

Comparison of Enrollment by Grade Level

Although the AIA serves a high percentage of students from high-risk groups, its student population and programming are substantially different from most OUSD DASS schools, particularly when it comes to grade levels served. From 2016-17 to 2019-20 AIA's student population was roughly evenly distributed across grades 9-12, with 9th and 10th graders comprising 53% of its total enrollment. Alternatively, with the exception of Community Day—which serves primarily students who have been expelled and is too small to have publicly available test results—and Sojourner Truth—which was included in the AIA's comparison group—no more than 15% of the student population was comprised of 9th or 10th grade students at any of the other OUSD DASS high schools.

DASS School Name	Average % of Total Census Day Enrollment by Grade (for 2016-17 thru 2019-20)				Average Total Enrollment (2016-17 thru 2019-20)
	9 th	10 th	11 th	12 th	
Community Day	31%	33%	27%	9%	21
Dewey	0%	1%	13%	86%	226
Independent Study, Sojourner Truth	11%	18%	29%	42%	144
Ralph J. Bunche High	0%	7%	36%	56%	107
Rudsdale Continuation	4%	11%	33%	52%	213
Alternatives in Action	22%	31%	26%	21%	182

Figure 34. Source: CDE Downloadable School Enrollment Data File

Comparison of Students' Prior State Test Outcomes

District staff compared prior (i.e. 8th grade) test scores for students enrolled in AIA and other OUSD DASS Schools as another measure to help determine the similarity of schools. Although District staff do not have access to student-level State Test data for all students in these schools, a substantial proportion of these students attended 8th grade in a District-run schools for which District staff have student-level data. The table below compares the average DFS in ELA and Math for students enrolled in OUSD DASS schools and AIA between 2016-17 and 2018-19. For context, a column showing the percent of enrolled students for which staff were able to obtain 8th grade test results is included as well. Of the OUSD DASS schools, Sojourner Truth was the only school within 25 points of Alternatives in Action when comparing the student's prior test scores.

DASS School Name	Enrolled Student's Prior (8 th Grade) Test Scores (average Distance From Standard (DFS) on State Test in 8 th grade)			% of Students with Prior (8 th grade) Test Scores*
	ELA	Math	ELA/Math Combined Average	
Community Day	-136	-191	-163.5	48%
Dewey	-124	-183	-153.5	28%
Independent Study, Sojourner Truth	-77	-139	-108	41%
Ralph J. Bunche High	-119	-181	-150	31%
Rudsdale Continuation	-122	-183	-152.5	19%
Alternatives in Action	-103	-147	-125	37%

Figure 35. Source: Staff analysis of student-level OUSD SBAC outcome data and CALPADS census day enrollment data (Alternatives in Action's census day enrollment data was self-reported to OUSD staff)

*Only includes students enrolled in an OUSD-run school as of the census day for school years 2016-17 thru 2018-19.

B. Comparison of All Students (Schoolwide) Academic Performance

In the most recent year for which results were available, the charter school had 24 total students with state test results (ELA/Math average) and 65 total students in its graduating cohort.

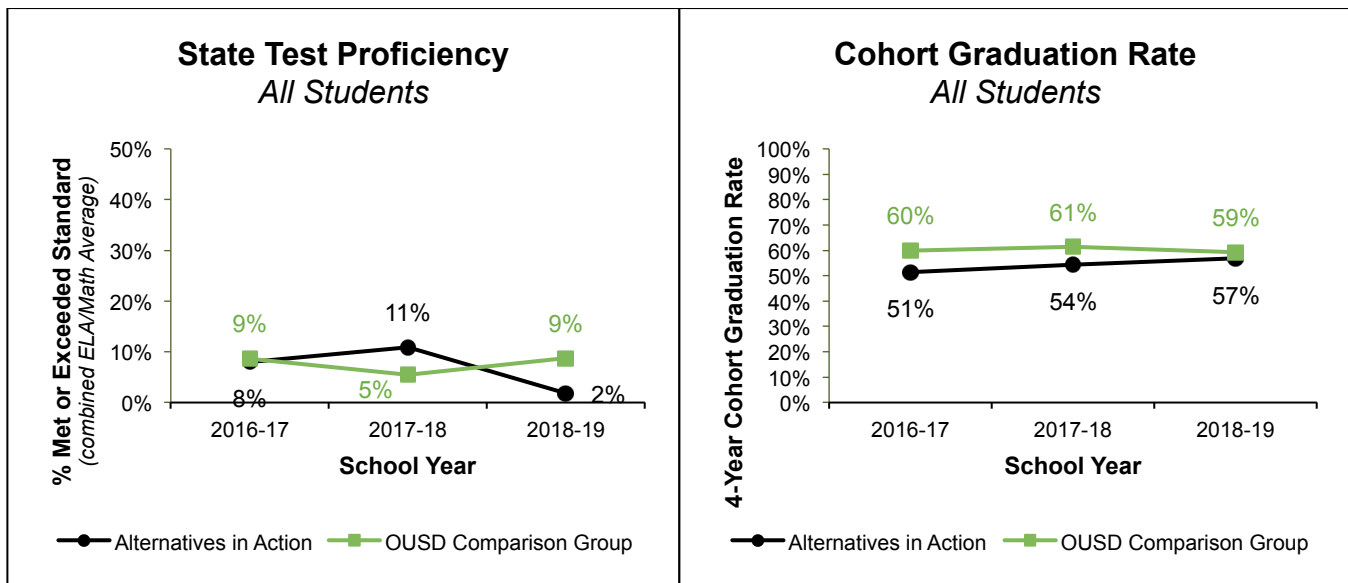


Figure 36. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

C. Comparison Group Schools Individual School Data

State Test Performance

Student Group	School Name	Percent Met and Above on State Test (combined ELA/Math average)		
		2016-17	2017-18	2018-19
All Students (AIA above 4 of 15 schools over 3 years)	Alternatives In Action	8%	11%	2%
	Castlemont High	1%	1%	5%
	Fremont High	9%	4%	10%
	McClymonds High	16%	13%	15%
	Street Academy (Alternative)	10%	5%	6%
	Independent Study, Sojourner Truth	19%	25%	8%
Economically Disadvantaged (AIA same or above 5 of 15 schools over 3 years)	Alternatives In Action	9%	11%	2%
	Castlemont High	1%	1%	5%
	Fremont High	9%	5%	10%
	McClymonds High	16%	12%	14%
	Street Academy (Alternative)	10%	4%	6%
	Independent Study, Sojourner Truth	17%	25%	11%
Economically Disadvantaged Hispanic/Latinx (AIA above 3 of 8 schools over 3 years)	Alternatives In Action	9%	10%	2%
	Castlemont High	2%	1%	7%
	Fremont High	12%	6%	8%
	McClymonds High	*	*	*
	Street Academy (Alternative)	*	*	8%
	Independent Study, Sojourner Truth	16%	*	*
English Learner (AIA above 0 of 2 schools in 1 year with data)	Alternatives In Action	*	*	0%
	Castlemont High	0%	0%	2%
	Fremont High	1%	0%	2%

	McClymonds High	*	*	*
	Street Academy (Alternative)	*	*	*
	Independent Study, Sojourner Truth	*	*	*

Figure 37. Source: CAASPP Research Files

* Not enough students with scores to be made publicly available.

Cohort Graduation Rates

Student Group	School Name	4-Year Cohort Graduation Rates		
		2016-17	2017-18	2018-19
All Students (AIA same or above 6 of 15 schools over 3 years)	Alternatives In Action	51%	54%	57%
	Castlemont High	65%	70%	56%
	Fremont High	60%	57%	59%
	McClymonds High	77%	79%	89%
	Street Academy (Alternative)	33%	63%	44%
	Independent Study, Sojourner Truth	35%	34%	45%
Socioeconomically Disadvantaged (AIA above 6 of 15 schools over 3 years)	Alternatives In Action	51%	54%	58%
	Castlemont High	65%	70%	57%
	Fremont High	61%	60%	60%
	McClymonds High	77%	79%	89%
	Street Academy (Alternative)	38%	62%	44%
	Independent Study, Sojourner Truth	29%	33%	41%
Socioeconomically Disadvantaged Hispanic/Latinx (AIA above 7 of 11 schools over 3 years)	Alternatives In Action	50%	60%	62%
	Castlemont High	54%	65%	45%
	Fremont High	55%	51%	54%
	McClymonds High	*	*	*
	Street Academy (Alternative)	*	55%	31%
	Independent Study, Sojourner Truth	23%	34%	33%
English Learner (AIA same or above 3 of 7 schools over 3 years)	Alternatives In Action	35%	39%	45%
	Castlemont High	50%	57%	40%
	Fremont High	43%	39%	47%
	McClymonds High	*	*	*
	Street Academy (Alternative)	*	*	*
	Independent Study, Sojourner Truth	*	24%	*

Figure 38. CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data); CDE DataQuest Four-Year Adjusted Cohort Graduation Rate Report

* Not enough cohort students for results to be made publicly available

College Going Rates

Student Group	School Name	12-Month College-Going Rates		
		2015-16	2016-17	2017-18
All Students (AIA same or above 6 of 14 schools over 3 years)	Alternatives In Action	52%	56%	36%
	Castlemont High	49%	54%	40%
	Fremont High	60%	51%	50%

	McClymonds High	64%	79%	70%
	Street Academy (Alternative)	*	57%	33%
	Independent Study, Sojourner Truth	52%	54%	45%
Socioeconomically Disadvantaged (AIA above 6 of 15 schools over 3 years)	Alternatives In Action	52%	60%	33%
	Castlemont High	48%	51%	37%
	Fremont High	61%	49%	51%
	McClymonds High	60%	78%	69%
	Street Academy (Alternative)	*	58%	32%
	Independent Study, Sojourner Truth	59%	59%	48%
Socioeconomically Disadvantaged Hispanic/Latinx (AIA above 3 of 6 schools over 3 years)	Alternatives In Action	44%	60%	40%
	Castlemont High	46%	42%	37%
	Fremont High	60%	46%	55%
	McClymonds High	*	*	*
	Street Academy (Alternative)	*	*	*
	Independent Study, Sojourner Truth	*	*	*

Figure 39. CDE Downloadable Data Files – College-Going Rate for HS Completers (12-month)

* Not enough graduating students for results to be made publicly available

Chronic Absenteeism

School	Chronic Absenteeism Rates											
	African American		Hispanic/Latinx		Students with Disabilities		English Learners		Socio-economically Disadvantaged		All Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Castlemont High	34%	66%	32%	59%	42%	66%	30%	59%	33%	60%	33%	60%
Fremont High	48%	76%	33%	62%	52%	84%	30%	63%	35%	67%	35%	67%
Independent Study, Sojourner Truth	77%	75%	58%	65%	90%	83%	58%	76%	64%	70%	64%	68%
McClymonds High	37%	56%	23%	67%	46%	71%	35%	67%	37%	59%	36%	57%
Street Academy (Alternative)	14%	47%	18%	47%	22%	40%	25%	25%	19%	48%	19%	46%
Comparison Schools Group (weighted average)	41%	64%	34%	60%	51%	73%	31%	61%	36%	62%	37%	62%
Alternatives in Action	27%	42%	21%	42%	33%	44%	18%	41%	20%	41%	20%	41%

Figure 40. CDE Downloadable Data Files – Chronic Absenteeism Data

D. Measurable Pupil Outcomes

The following Measurable Outcomes/Targets and Methods of Measurement were included as measurable pupil outcomes (MPOs) in the charter school's previous petition. Data found in the annual outcomes column was self-reported by school leadership to District staff. Based on this data, staff determined whether each MPO was indeed measurable and if sufficient data was provided. If so, staff determined whether the corresponding MPO was met.

#	Measurable Outcome/Target	Methods of Measurement	Annual Outcomes	Status/OUSD Staff Notes
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1	Annually, 100% of ELL students who have completed one full academic year at AIAHS will exhibit one year of academic growth in grade level standards and/or standardized tests.	ELL performance on statewide assessments, CELDT, NWEA, teacher assessments, and semester report cards,	<p>Results below based on 9th and 10th grade ELL students who met annual growth targets on NWEA MAP.</p> <p>Math: 2016-17: 43.8% 2017-18: 60.9% 2018-19: 66.7%</p> <p>ELA 2016-17: 47.1% 2017-18: 46.9% 2018-19: 62.5%</p>	<p>Status: Insufficient Data/Unmeasurable/Not Met MPO indicated this would be measured by a performance on a variety of assessments and sources, making it unclear how the school would know if the target was met. Data was only provided for one of these sources for a subset of students (9th and 10th graders only). Though results improved over the charter term, they were clearly below 100%.</p>
2	100% of students school wide and by subgroup, who have completed two or more academic years at AIAHS, will make consistent progress toward proficiency or higher on the Smarter Balanced Assessment statewide assessments in English Language Arts/Literacy and Mathematics.	Smarter Balanced Assessment Score reports, presentations of learning rubric, student grades, NWEA scores and writing assessment scores.	<p>Since the SBAC is only administered in Spring of 11th grade, unable to see progress for the same set of students. Results below represent the percent of all 9th and 10th grade students tested who improved their RIT score on the NWEA MAP over the course of the year.</p> <p>Math: 2016-17: 51.4% 2017-18: 67.9% 2018-19: 73.8%</p> <p>ELA 2016-17: 57.1% 2017-18: 60.6% 2018-19: 64.0%</p>	<p>Status: Insufficient Data/Unmeasurable/Not Met MPO did not define what would be considered as “consistent progress”. Since SBAC is only administered in 11th grade, it was not clear how the charter school would determine whether the target would be met even if a threshold was identified. Data was provided for 9th and 10th graders on the NWEA, and though results improved over the charter term, they were below the identified target of 100%.</p>
3a	90% of AIAHS students in each subgroup who have been at AIAHS for two or more years, or who are at grade level, will reach academic growth targets.	Final semester grades	(no data provided)	<p>Status: Insufficient Data/Unmeasurable Unclear how charter school intended to use final semester grades to determine whether academic growth targets were met.</p>

3b	70% of AIAHS students in each subgroup who have been enrolled at AIAHS for one academic year and are below grade level will gain a minimum of one grade level per year at AIAHS.		<p>Results below show the percentage of 9th and 10th grade students performing below grade level in the Fall, who met their annual NWEA MAP growth target for the year.</p> <p>Math: 2016-17: 50% 2017-18: 69.6% 2018-19: 58.3%</p> <p>ELA 2016-17: 62.5% 2017-18: 51.8% 2018-19: 62.2%</p>	Status: Insufficient Data MPO did not identify a method for measurement. Results provided were only for 9 th and 10 th grade students and were slightly below the 70% target.
4	Within four years attendance at AIAHS, 100% of ELL students will be reclassified as Fluent English Proficient.	CELDT/ELPAC results	(no data provided)	Status: Insufficient Data
5	Annual Average Daily Attendance will be at least 90%	Monthly, quarterly, and annual ADA reports	(no data provided)	Status: Insufficient Data
6	AIAHS will decrease chronic absenteeism by 10% annually.	Monthly, quarterly, and annual ADA reports	2016-17: n/a (inaccurately reported) 2017-18: 19.8% 2018-19: Increased 21.6 percentage points (41.4% chronically absent)	Status: Not Met
7a	AIAHS will identify all students who enroll after dropping out of school and 70% of drop out recovery students will graduate from AIAHS or another accredited high school within five years.	Student records, Dataquest	(no data provided)	Status: Insufficient Data
7b	AIAHS will have a drop-out rate of less than 20%.	Dataquest	4-year cohort dropout rate 2016-17: 19% 2017-18: 23% 2018-19: 31%	Status: Not Met
8	70% of AIA high school students will graduate from AIAHS within five years of enrolling.	Student cohort records	2016-17 (4-yr rate): 51.4% (5-yr rate not calculated by CDE) 2017-18: 60% 2018-19: 60%	Status: Partially Met

9	Suspension rate will be less than 2%	Powerschool data	2016-17: 0% 2017-18: 6.1% 2018-19: 9.0%	Status: Not Met
10	Expulsion rate will be less than 1%.	Powerschool data	2016-17: 0% 2017-18: 0% 2018-19: 0%	Status: Met
11	100% of required students will take the state physical education test.	State physical education test	2016-17: 38 tested out of 44 9 th graders at EOY (86%) 2017-18: 30 tested out of 36 9 th graders at EOY (83%) 2018-19: 22 tested out of 31 9 th graders at EOY (71%)	Status: Partially Met

Figure 41. Source: MPOs & METHODS OF MEASUREMENT – AIA’s previous, existing petition; ANNUAL OUTCOMES – self-reported by AIA; STATUS/NOTES – Staff analysis of MPOs and reported annual outcomes

E. Charter School Enrollment Demographics by Year

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	16-17	17-18	18-19	19-20	20-21
Ethnicity	Hispanic/Latinx	93%	72%	83%	92%	93%
	Black/African American	6%	6%	6%	5%	6%
	Asian	0%	0%	0%	0%	0%
	White	1%	2%	1%	1%	0%
	Two or More Races	0%	0%	1%	1%	1%
	Other Race/Ethnicity	1%	1%	0%	1%	0%
	Not Reported	0%	20%	8%	0%	0%
Other Student Groups	Socioeconomically Disadvantaged	98%	99%	96%	96%	90%
	English Learners	46%	47%	49%	57%	59%
	Special Education	10%	10%	13%	7%	10%
Total Enrollment		171	183	202	171	166

Figure 42. Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2020-21 DATA – Self-Reported by Charter School to OUSD staff as of 11/6/20

F. Teacher Retention

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total classroom teachers	12	10	12	10	10
Number of classroom teachers retained from prior year	10	9	8	1	7
Percent of classroom teachers retained from prior year	N/A	75%	80%	8%	70%

Figure 43. Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report

G. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. As AIA is authorized by Alameda Unified School District (AUSD), complaints about AIA’s practices would have been filed with AUSD. AUSD staff stated that they had not received any complaints about AIA. Furthermore, AUSD’s website indicates that all complaints about the charter school should be referred to the charter school and does not specify anyone at AUSD who could receive a complaint about a charter school.

The table is a record of what has been reported to the Office of Charter Schools staff. The absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school. During the current five-year charter term, the Office of Charter Schools received 1 complaint regarding AIA.

School Year	Complaints	Areas of Concern
2016-17	0	-
2017-18	0	-
2018-19	0	-
2019-20	0	-
2020-21	1	- Theft of \$21,000 worth of OUSD property by AIA staff in the 2018-19 school year, unresponsive leadership

Figure 44. Source: AUSD staff and OUSD Office of Charter Schools Complaint Records

H. Website Required Documentation Audit

According to the audit below, the charter school is not in compliance as the majority of required documentation is not posted on their website.

Report/Item	Posted?	Note
SARC Report (EC 35258)	No	Only 15-16 SARC is posted
Board Agenda & Meeting Date (Government Code 54950)	Yes	-
Gender Equity / Title IX (EC 221.61)	No	-
LCAP Report (EC 47606.5 (h)); replaced by Learning Continuity & Attendance Plan for 2020-21 (EC 43509)	No	-
Employee Code of Conduct (EC 44050)	No	-
Mathematics Placement Policy (EC 51224.7)	No	-
Education Protection Account (CA Constitution, Article 13, Section 36 (e)(6))	No	-

Figure 45. Source: OUSD Office of Charter Schools charter school website audit conducted on 11/5/20

I. Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the charter school and for all District school teachers for 2019-20.

Credential Term	Number of Teachers (%)	
	Charter School	OUSD
Clear	6 (60%)	1,475 (64%)

Preliminary	2 (20%)	398 (17%)
Intern	2 (20%)	127 (6%)
Emergency	0	120 (5%)
Missing Data	0	175 (8%)
Total	10 (100%)	2,293 (100%)

Figure 46. Source: CHARTER SCHOOL – Self-Reported by Charter School to OUSD on 11/6/20; OUSD – 2019-20 Teacher Credentials Report available at www.ousdata.org