



TO: Board of Education

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

DATE: January 11, 2012

RE: Lionel Wilson College Preparatory Academy
Charter Renewal Request

Legislative File
File ID No.: 11-2954
Introduction Date: 10/26/11
Enactment No.: 12-0011
Enactment Date: 1-11-12
By: *AS*

Certified:
Edgar Rakestraw, Jr. 1/12/12
Edgar Rakestraw, Jr., Secretary
Board of Education

ACTION REQUESTED:

Approve Lionel Wilson College Preparatory Academy's ("Lionel Wilson") charter renewal because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

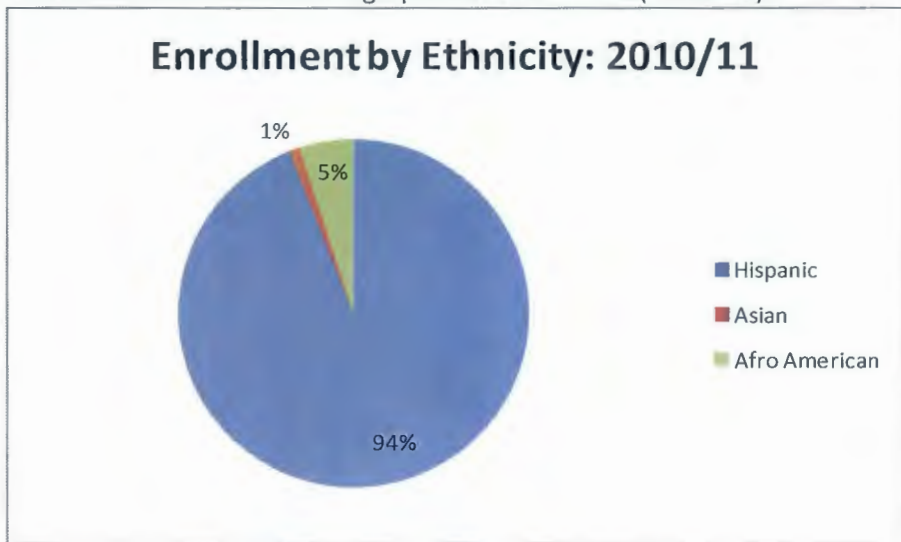
I. School Description and Key Program Elements:

Opening Year	7/1/2002	Grades	6-12
Term Approval	7/1/2007	Attendance Area	Castlemont
Renewal Date	6/30/2012	Board District	7
Term	Second	Funding	Direct Funded
CMO School	YES	Program Improvement	No

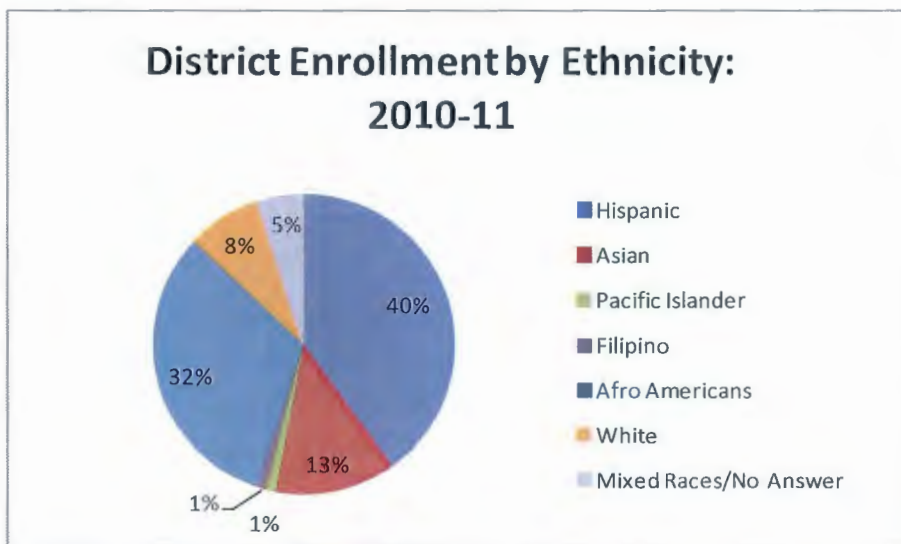
The following table describes the school's enrollment growth and projection:

YEAR	2007-08	2008-09	2009-10	2010-11	2011-12
GRADES	6-12	6-12	6-12	6-12	6-12
ENROLL	508	434	434	491	484

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



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



	2007-08	2008-09	2009-10	2010-11	2011-12
Free & Reduced Lunch *	80%	90%	91%	94%	88%
Special Education	6%	6%	7%	7%	10%
English Language Learners	27%	26%	34%	29%	29%

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

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

Oakland Unified School District	2011-12
Free & Reduced Lunch	70%
Special Education	13%
English Language Learners	29%

Program Summary:

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

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

Program's Distinguishing Features: (Excerpt from the EXISTING, approved charter petition)

The School is structured to support high student achievement by creating as many personalized learning opportunities as possible. The following features, which are designed to create a sense of community, a challenging learning environment, and more time for learning, illustrate essential program design elements of the School and reflect Aspire's beliefs about how learning best occurs.

A Sense of Community

- Small schools*
- Small class sizes*
- Advisory groups*

A Challenging Learning Environment

- Rigorous and challenging education program*
- Highly qualified and supported teachers*

More Time for Learning

- Longer school day*
- Longer school year*
- Tutors*

Pedagogical Strategies

- Direct instruction and inquiry-based instruction*
- Project-based instruction*
- Integrated curriculum*
- Culturally appropriate curriculum and instruction*
- Flexible supports*
- Diagnostic assessment*
- Integrated arts*
- Integrated technology*
- Authentic experiences*

GOVERNING LAW:

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

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

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

- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

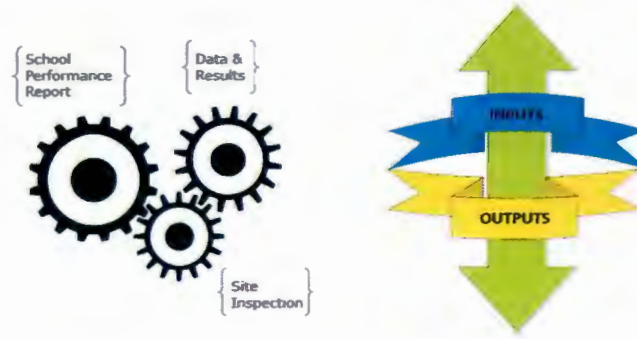
II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

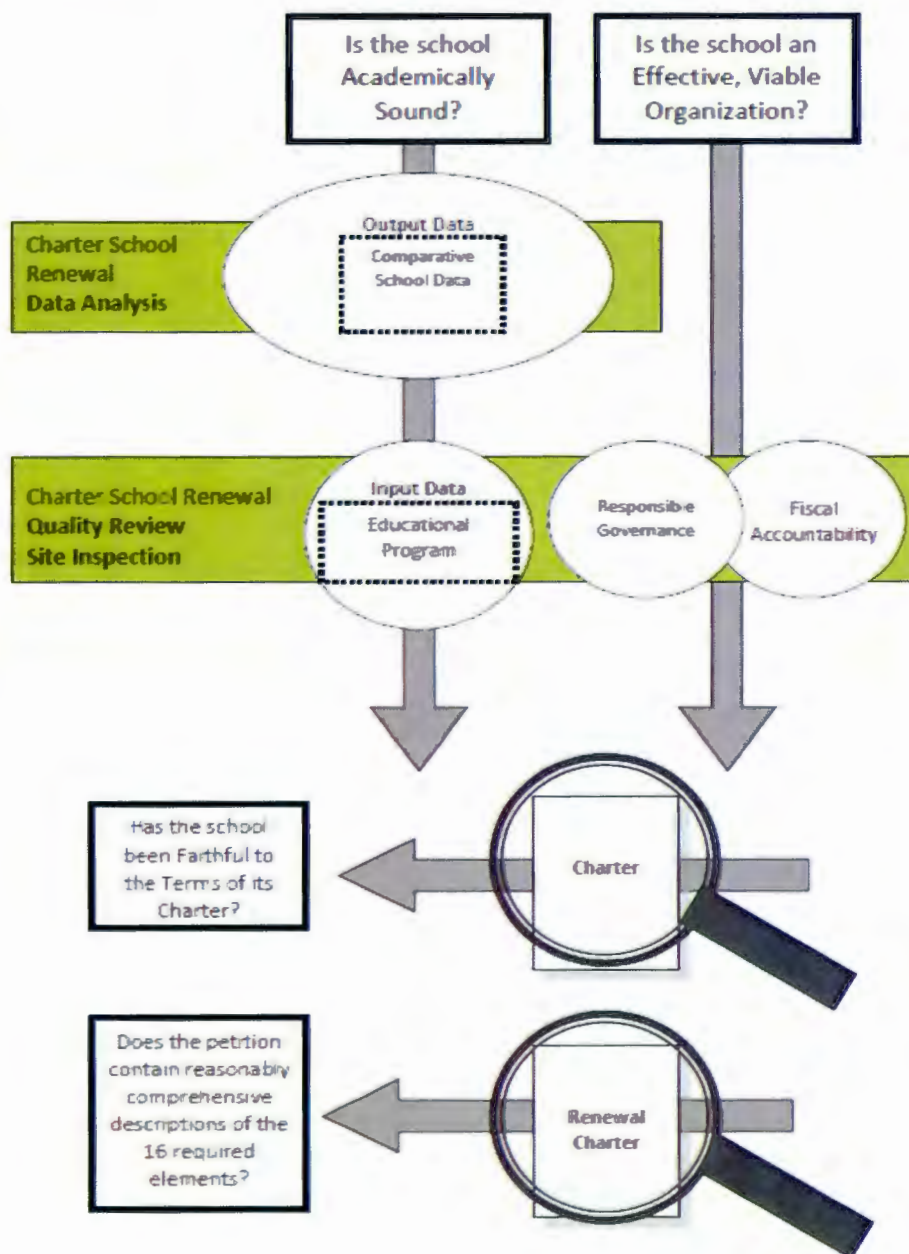
AVIATION: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Y*
Did school attain API Growth Target in two of last three years?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked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

* When isolating Lionel Wilson students, and excluding East Palo Alto Phoenix Academy students who were previously included in the school’s data collection, Lionel Wilson attained its API growth target in the prior year.

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



ANALYZING A CHARTER SCHOOL'S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



PLEASE NOTE:

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

Renewal Standard I: Is the school academically sound?

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

MET/SIGNICANT PROGRESS TOWARDS MEETING

Measurable Pupil Outcome	Instrument	Target	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Student Attendance	ADA	95%	96.8%	97.6%	94.5%	97.27%	97.6% (Month 3 Statistical ADA)
Student Course Load	Students meeting A-G reqs at graduation	90%	100%	100%	100%	100%	n/a
Student progress toward portfolio and exhibition	Students complete exhibition tasks and meet expectations	95%	100%	100%	100%	100%	n/a
Graduation rate	Students graduate within 5 years	95%	96%	94%	100%	98%	n/a
API Score and Ranking	API	School meets state target	State target: 7 Actual growth: 68 State rank: 6 SS rank: 10	State target: 5 Actual growth: 56 State rank: 8 SS rank: 10	State target: 5 Actual growth: 6 State rank: 8 SS rank: 10	State target: 5 Actual growth: 8 State rank: TBD SS rank: TBD	n/a
AP test scores	Students who take AP test score 3 or above	90%	73.3% of students who took the AP test scored 3 or above	87.9% of students who took an AP test scored 3 or above	92.1% of students who took an AP test scored 3 or above	38.9% of students who took an AP test scored 3 or above. 80% of students who took the Spanish Language AP test scored 3 or above.	n/a
Post-secondary class grades	Students who take post-secondary class pass	90%	71.12%	79.68%	86.84%	91.96%	n/a
Participation in co-/extra-curricular activities	Students participate in at least one co-/extra-curricular activity	100%	100% of students participated in the annual school retreat	100% of students participated in the annual school retreat	100% of students participated in the annual school retreat	100% of students participated in the annual school retreat	n/a
Graduates report that they are enrolled in higher education or satisfactory work	Annual Survey	95%	46%	84%	87%	93%	n/a
Overall satisfaction among students and parents	Express satisfaction on student and Parent survey	95%	93% of parents gave LWP a grade of A or B	83% of parents gave LWP a grade of A or B	91% of parents gave LWP a grade of A or B	70% of parents were Very Satisfied or Satisfied with the school	n/a

STAR Testing Performance, API Results, & AYP Results

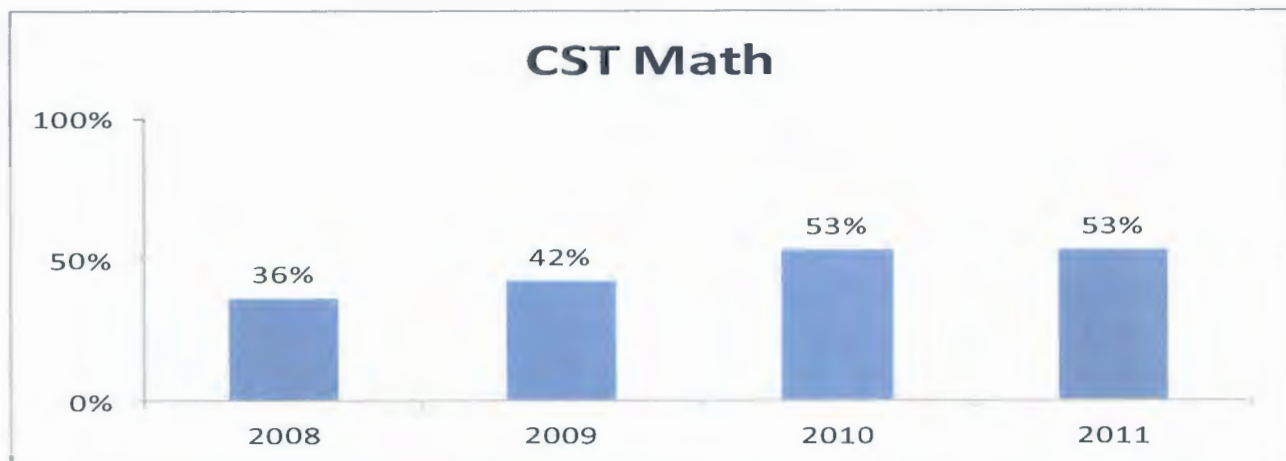
CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2008	37%
2009	47%
2010	54%
2011	52%



CST Mathematics (Performance Over Time)

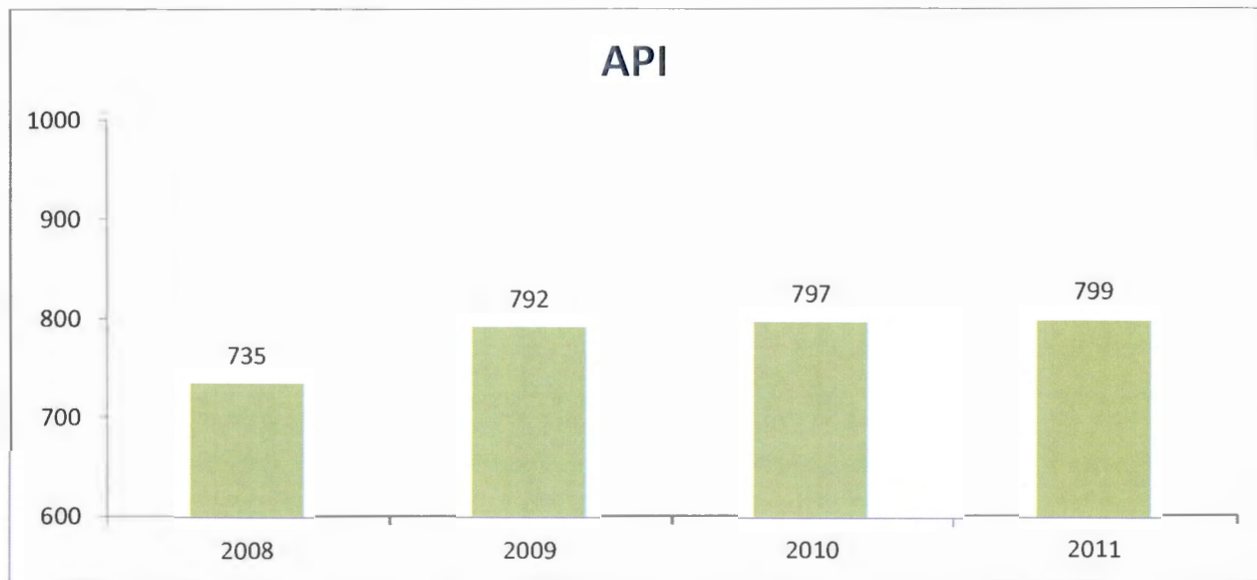
YEAR	Prof./Adv.
2008	36%
2009	42%
2010	53%
2011	53%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2008	735	6	10
2009	792	8	10
2010	797	8	10
2011	799	*	*
GROWTH	64 pts		

* Pending; not yet released for 2011



2010-2011 API SUBGROUP DATA

	<u>API Score</u>
Schoolwide	799
Black or African American	727
Asian	-
Hispanic or Latino	800
Socioeconomically Disadvantaged	795
English Learners	765

AYP (Performance Over Time)

	2008	2009	2010	2011
AYP Met?	YES	YES	NO	NO
AMO's	100%	100%	76%	71%

2010-2011 Percent Proficient-Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts			Mathematics		
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient
Schoolwide	306	150	49.0	306	195	63.7
Black or African American	11	3	27.3	11	3	27.3
Asian	1	--	--	1	--	--
Hispanic or Latino	294	146	49.7	294	190	64.6
Socioeconomically Disadvantaged	288	181	47.9	288	181	62.0
English Learners	245	102	41.6	245	143	58.4

Comparison Analysis

Comparison Measure: **API**

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



OAKLAND CHARTER SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
American Indian Public High School	9-12	958	946	976	964
Oakland Charter High School	9-12	939	955	961	938
KIPP Bridge Charter School	6-8	760	789	844	911
Lionel Wilson College Preparatory Academy	6-12	735	792	797	799
Lighthouse Community Charter High School	9-12	681	726	758	794
Oakland School for the Arts	6-12	750	723	756	788
Oakland Military Institute	6-12	694	708	728	762
Golden State College Preparatory Academy	6-12	-	666	661	736
Oakland Unity High School	9-12	624	677	698	735
Bay Area Technology School	6-12	635	658	674	696
LPS College Park	9-12	596	554	617	605
East Oakland Leadership Academy High	9-12	-	657	633	593
ARISE High School	9-12	487	507	484	569

OUSD DISTRICT SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
Edna Brewer Middle School	6-8	782	822	824	812
Montera Middle School	6-8	794	814	830	809
Lionel Wilson College Preparatory Academy	6-12	735	792	797	799
Urban Promise Academy	6-8	645	694	734	748
Madison Middle School	6-8	619	674	728	722
Claremont Middle School	6-8	619	703	704	720
Westlake Middle School	6-8	680	716	694	711
Alliance Academy	6-8	630	629	704	688
Elmhurst Community Prep	6-8	641	647	685	680
Skyline High School	9-12	657	667	-	665
Bret Harte Middle School	6-8	670	670	-	662
LIFE Academy	9-12	635	659	662	658
Frick Middle School	6-8	557	597	637	656
Oakland High School	9-12	629	633	648	652
Roosevelt Middle School	6-8	651	642	630	638
ROOTS International Academy	6-8	570	575	593	631
Coliseum College Prep Academy	6-12	559	591	605	615

East Oakland School of the Arts	9-12	481	554	535	614
College Preparatory and Architecture	9-12	606	582	606	613
Media College Preparatory	9-12	521	600	620	613
United for Success Academy	6-8	-	570	608	597
Leadership Preparatory High School	9-12	523	516	527	584
West Oakland Middle School	6-8	576	698	617	574
Business and Information Technology High	9-12	528	527	511	544
Mandela High School	9-12	529	557	537	539
McClymonds High School	9-12	552	544	530	519
YES, Youth Empowerment	9-12	537	535	523	446
Oakland International High School	9-12	301	354	376	389

Comparison Measure: CST ELA

➤ Similar Grades Served: 6-8 and 9-12

CST-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
American Indian Public Charter School II	6-8	76%	81%	92%	98%
American Indian Public High School	9-12	92%	96%	97%	94%
American Indian Public Charter School	6-8	87%	91%	94%	94%
Oakland Charter High School	9-12	93%	95%	91%	87%
Oakland Charter Academy	6-8	76%	79%	83%	79%
KIPP Bridge Charter School	6-8	45%	58%	67%	76%
Oakland School for the Arts	6-12	56%	55%	61%	66%
Oakland Military Institute	6-12	36%	43%	44%	53%
Lighthouse Community Charter High School	9-12	30%	35%	53%	52%
Lionel Wilson College Preparatory Academy	6-12	37%	47%	54%	52%
Golden State College Preparatory Academy	6-12	-	27%	28%	44%
Bay Area Technology School	6-12	27%	35%	39%	39%
Oakland Unity High School	9-12	21%	25%	30%	31%
East Oakland Leadership Academy High School	9-12	-	44%	20%	22%
LPS College Park	9-12	13%	18%	22%	17%
ARISE High School	9-12	17%	13%	17%	16%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
Edna Brewer Middle School	6-8	50%	59%	65%	64%
Montera Middle School	6-8	58%	60%	65%	63%
Lionel Wilson College Preparatory Academy	6-12	37%	47%	54%	52%
Urban Promise Academy	6-8	25%	39%	43%	46%
Claremont Middle School	6-8	26%	36%	42%	45%
Skyline High School	9-12	39%	38%	43%	43%
Westlake Middle School	6-8	30%	33%	35%	39%
Madison Middle School	6-8	17%	22%	36%	36%
Bret Harte Middle School	6-8	32%	36%	34%	35%
Oakland High School	9-12	29%	30%	34%	31%
Elmhurst Community Prep	6-8	13%	19%	30%	30%
Alliance Academy	6-8	18%	23%	29%	28%
LIFE Academy	9-12	18%	25%	27%	27%
Frick Middle School	6-8	14%	17%	22%	27%
Roosevelt Middle School	6-8	25%	24%	26%	27%
Media College Preparatory	9-12	10%	20%	21%	26%

East Oakland School of the Arts	9-12	13%	13%	17%	25%
ROOTS International Academy	6-8	13%	15%	14%	24%
United for Success Academy	6-8	15%	16%	20%	20%
Leadership Preparatory High School	9-12	8%	8%	11%	18%
West Oakland Middle School	6-8	9%	27%	22%	18%
College Preparatory and Architecture	9-12	13%	18%	22%	17%
Business and Information Technology High	9-12	11%	10%	9%	17%
Coliseum College Prep Academy	6-12	13%	18%	22%	17%
McClymonds High School	9-12	0%	0%	0%	14%
Mandela High School	9-12	11%	10%	13	13%
YES, Youth Empowerment	9-12	17%	14%	9%	6%
Oakland International High School	9-12	1%	0%	0%	1%

Comparison Measure: **CST MATH**

➤ Similar Grades Served: 6-8 and 9-12

CST-MATH

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
American Indian Public Charter School II	6-8	78%	84%	97%	100%
American Indian Public Charter School	6-8	93%	93%	98%	98%
American Indian Public High School	9-12	75%	86%	96%	92%
Oakland Charter Academy	6-8	78%	88%	95%	89%
Oakland Charter High School	9-12	86%	87%	89%	86%
Oakland School for the Arts	6-12	69%	82%	84%	84%
KIPP Bridge Charter School	6-8	36%	42%	68%	82%
Lionel Wilson College Preparatory Academy	6-12	36%	42%	53%	53%
Lighthouse Community Charter High School	9-12	3%	16%	19%	34%
Golden State College Preparatory Academy	6-12	-	31%	30%	34%
Oakland Military Institute	6-12	25%	19%	26%	30%
Bay Area Technology School	6-12	17%	30%	26%	28%
Oakland Unity High School	9-12	2%	3%	6%	17%
LPS College Park	9-12	10%	8%	8%	10%
East Oakland Leadership Academy High School	9-12	-	13%	0%	9%
ARISE High School	9-12	4%	3%	4%	8%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
Edna Brewer Middle School	6-8	52%	60%	68%	59%
Lionel Wilson College Preparatory Academy	6-12	36%	42%	53%	53%

Montera Middle School	6-8	49%	54%	59%	51%
Madison Middle School	6-8	25%	32%	42%	49%
Urban Promise Academy	6-8	17%	28%	40%	44%
Alliance Academy	6-8	19%	16%	31%	42%
Westlake Middle School	6-8	34%	36%	35%	38%
Claremont Middle School	6-8	16%	31%	36%	31%
Elmhurst Community Prep	6-8	21%	21%	34%	31%
Frick Middle School	6-8	10%	14%	22%	28%
Bret Harte Middle School	6-8	21%	26%	25%	26%
Roosevelt Middle School	6-8	25%	25%	26%	25%
College Preparatory and Architecture	9-12	10%	8%	8%	19%
Oakland High School	9-12	16%	15%	21%	17%
ROOTS International Academy	6-8	5%	7%	10%	17%
LIFE Academy	9-12	13%	15%	13%	15%
Coliseum College Prep Academy	6-12	10%	10%	16%	14%
Skyline High School	9-12	14%	13%	18%	13%
United for Success Academy	6-8	8%	17%	22%	13%
West Oakland Middle School	6-8	11%	43%	17%	10%
East Oakland School of the Arts	9-12	1%	4%	5%	7%
Media College Preparatory	9-12	2%	2%	1%	4%
Mandela High School	9-12	5%	6%	9%	4%
Oakland International High School	9-12	7%	2%	0%	4%
Leadership Preparatory High School	9-12	1%	3%	4%	3%
McClymonds High School	9-12	0%	0%	0%	1%
Business and Information Technology High	9-12	2%	4%	4%	1%
YES, Youth Empowerment	9-12	1%	3%	3%	1%

- The school has demonstrated **consistent growth in student CST performance** in both English Language Arts and mathematics over the past four years;
- The school opened in 2007. In **2008** the school API performance score was **735**. As of **2011**, the school API performance score was **799**. From **2008 to 2011** the school has grown its API by **64** points.
- The school has **improved** its API score in **all** of the prior four years.
- The school **has met** its AYP targets in **two** of the past four years.
- From **2008 to 2011** the school increased proficient and advanced levels by **15%** in ELA and **17%** in math.
- The school **API score (799)** is **above the median** performance of Oakland district schools in 2011 serving both similar grades and a demographically similar population based on student socio-economic status.

Comparison Analysis: **10th Grade CAHSEE-ELA**

➤ **Similar Grades Served: 6-12 and 9-12**

CAHSEE-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
American Indian Public High School	9-12	100%	100%	100%	100%
Oakland Charter High School	9-12		100%	100%	100%
Lighthouse Community Charter High School	9-12	73%	88%	80%	93%
Golden State College Preparatory Academy	6-12	-	70%	79%	93%
Lionel Wilson College Preparatory Academy	6-12	75%	94%	95%	88%
Oakland Unity High School	9-12	68%	79%	80%	87%
Oakland School for the Arts	6-12	98%	90%	90%	87%
Bay Area Technology School	6-12	58%	61%	75%	83%
Oakland Military Institute	6-12	77%	80%	91%	80%
East Oakland Leadership Academy High School	9-12	-	-	65%	73%
ARISE High School	9-12	50%	54%	36%	71%
LPS College Park	9-12	55%	33%	62%	69%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
Lionel Wilson College Preparatory Academy	6-12	75%	94%	95%	88%
Skyline High School	9-12	75%	79%	75%	77%
LIFE Academy School	9-12	79%	63%	71%	72%
Oakland High School	9-12	65%	71%	65%	70%
East Oakland School of the Arts	9-12	33%	71%	51%	67%
Leadership Preparatory High School	9-12	53%	52%	49%	67%
Media College Preparatory	9-12	57%	53%	74%	59%
College Preparatory and Architecture	9-12	53%	63%	61%	52%
Mandela High School	9-12	44%	53%	52%	52%
YES, Youth Empowerment	9-12	61%	52%	45%	47%
Business and Information Technology High	9-12	40%	49%	48%	42%
Oakland International High School	9-12	6%	14%	5%	5%

Comparison Analysis: 10th Grade CAHSEE -MATH

➤ Similar Grades Served: 9-12

CAHSEE-Math

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing

School	Grades	Math 08	Math 09	Math 10	Math 11
American Indian Public High School	9-12	100%	100%	100%	100%
Oakland Charter High School	9-12		100%	100%	100%
Lighthouse Community Charter High School	9-12	78%	94%	88%	98%
Lionel Wilson College Preparatory Academy	6-12	77%	96%	75%	93%
Oakland Military Institute	6-12	73%	72%	84%	89%
Golden State College Preparatory Academy	6-12	-	68%	85%	86%
Oakland School for the Arts	6-12	69%	82%	79%	84%
Oakland Unity High School	9-12	83%	83%	80%	84%
Bay Area Technology School	6-12	78%	56%	65%	79%
ARISE High School	9-12	57%	42%	43%	76%
East Oakland Leadership Academy High School	9-12	-	-	65%	60%
LPS College Park	9-12	53%	56%	70%	56%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing

School	Grades	Math 08	Math 09	Math 10	Math 11
Lionel Wilson College Preparatory Academy	6-12	77%	96%	75%	93%
LIFE Academy	9-12	71%	65%	73%	82%
Skyline High School	9-12	69%	75%	76%	74%
Oakland High School	9-12	74%	75%	65%	73%
College Preparatory and Architecture	9-12	74%	65%	68%	68%
East Oakland School of the Arts	9-12	33%	52%	45%	59%
Media College Preparatory	9-12	58%	59%	61%	54%
Leadership Preparatory High School	9-12	53%	34%	44%	49%
Mandela High School	9-12	49%	65%	49%	47%
YES, Youth Empowerment	9-12	42%	47%	32%	47%
Business and Information Technology High	9-12	57%	48%	43%	37%
Oakland International High School	9-12	29%	35%	38%	26%

➤ Cohort Outcome Data 2009-2010 (CDE data)

Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Still Enrolled Rate
Lionel Wilson College Preparatory Academy	109	90	82.6%	16	14.7%	1.8%
OUSD District-wide	3,179	1,696	53.4%	1,176	37.0%	8.4%

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **November 10 and 11, 2011** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The school leadership, staff, home office, and board members are committed to the charter's mission for the primary purpose of raising student achievement towards college readiness and success.
- The school has a 100% graduation rate and all graduating students do so with a minimum of one acceptance to a four-year college or university.
- The school offers community college courses both on-site and at local community colleges, allowing students to develop comfort with the college experience as well as gain credits for college courses to decrease the overall cost of college.
- Family survey data indicates that families are very satisfied with the educational program their children are receiving, which includes high expectations and a strong system of goal-setting and tracking progress towards goals.
- The school hosts several "Family Schools" during which it invites families to campus and provides programming designed at engaging parents in the school's mission of college preparedness for all students.
- The school's advisory program is strong, allowing students to meet in a consistent small group with one advisor throughout a student's seven years at the school. The advisory program features both an academic component and a social/emotional component.
- The school maintains high expectations for the quality of teacher practice and a true commitment to life-long professional teachers through its The College-Ready Promise Teacher Effectiveness Initiative.
- There is an organization-wide commitment to continuous improvement as evidenced by the number of innovative improvement initiatives underway.
- Dedication and commitment of everyone to students and to the existence of a strong learning community.
- High level of comfort with performance data extends to students, which adds a layer of accountability (student to student) and reinforces the goal of individual student growth. Students set clear goals and are coached to track their progress towards their goals, as well as to advocate for help when needed.
- The school has a clear, comprehensive protocol for behavioral intervention that escalates appropriately, involves families, and is effectively communicated to students.
- The SST process is used as a component of a comprehensive RTI system addressing the needs of the students holistically and respectfully.

Challenges:

- The school has been unable to, thus far, achieve a racial and ethnic balance that is reflective of the overall district population.
- With high expectations for high quality instruction across the faculty, it was a recognized challenge to support individual teachers' specific needs.
- The school has not historically taken steps to develop the Advisory School Council structure outlined in its charter. Though new commitments have been made this year to establish a more robust effort around engaging parents in an authentic Advisory School Council, it is not yet clear whether the school will succeed.
- While Aspire, and the school, is very data-driven, the disaggregation and analysis of data from various sources around English Learner (EL) performance is not consistent.

Renewal Standard I:

Based on an analysis of Lionel Wilson College Preparatory Academy's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed **academically sound** for the purposes of renewal.

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

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

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **November 10 and 11, 2011** by District staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The school has a home office structure that is geared towards service to schools and is responsive to each school's individual needs.
- The Aspire home office provides leadership through an Area Superintendent that ensures sufficient decision-making authority in close proximity to schools and classrooms.
- Lionel Wilson has a well-functioning site administrative team which has tenure at the site, and works to ensure that the operations and academics are prioritized and run smoothly.
- The financial oversight is thorough, proactive, and long-range while remaining committed to ensuring adequate resources are available to the school site.
- The CMO uses its size to balance resources among school sites to address areas of specific need.

Challenges:

- Aspire has redeveloped its intranet site in an attempt to more effectively communicate updated policies and procedures to staff, which was an area identified by the organization as needing improvement.
- New web-based trainings are being provided by the finance team to ensure that more staff are fully trained in fiscal systems and operations.
- The Aspire board is somewhat removed from the local school community, making it important to have effective structures for parent engagement at the governance level.
- Parent and staff complaints about the leadership transition at the school for 2011-2012 raises questions about the effectiveness of communication to the school community about critical decisions.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Lionel Wilson College Preparatory Academy's Fiscal Accountability and Governance over its recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight
- Standing with parents and within the community

Renewal Standard II:

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

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

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

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

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

Renewal Standard III:

Based on review of the school's records and performance, the school is deemed to have been faithful to the terms of its charter.

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

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

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Required signatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(a)(1)	Sufficient parent signatures were provided. However, new CDE charter renewal regulations effective November 23, 2011 eliminate the petition signature requirement for charter renewal.
Affirmations and assurances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(d)	
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)	Updated, clear description of philosophy and approach.
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)	Measurable pupil outcomes will receive some refinement through Required Text Revisions.
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)	
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)	
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)	Included in attachment; offenses and due process aligned with Education Code.
Manner for covering staff members through the State Teachers’	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)	

Retirement System, the Public Employees' Retirement System or federal social security				
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)	
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)	
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	School is located in custom-built facility designed for its educational program.
Manner in which administrative services are to be provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	Includes thorough discussion of financial management practices.
Potential civil liability effects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Proposed first year operational budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	

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

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for Lionel Wilson College Preparatory Academy, **as revised per Attachment II**, because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

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

This report recommends that the Oakland Unified School District Board of Education approve the charter renewal petition for Lionel Wilson College Preparatory Academy for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2012 and expire on June 30, 2017. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

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

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

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

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA
ATTACHMENT II: CHARTER TEXT REVISIONS

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is **excellent**.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is **proficient**.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is **underdeveloped**.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is **inadequate**.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **unsatisfactory** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is **unsatisfactory**.

Criteria 1: Improving Student Achievement

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

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	4	<ul style="list-style-type: none"> Rigor not as high in non-core classes
1.2	Provides a challenging and coherent curriculum for each individual student	4	<ul style="list-style-type: none"> Highlights: science, ELA at the middle school level
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	4	<ul style="list-style-type: none"> Strong instruction with variety of strategies utilized in many classes
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	4	<ul style="list-style-type: none"> Some decisions made at home office; not transparent
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	5	<ul style="list-style-type: none"> Advisory is a strength, students exhibit well-embedded culture of respect for their school
1.6	Productively engages parental and community involvement as a part of the school's student support system	3	
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	5	<ul style="list-style-type: none"> College-going mission is clear and consistent; Saturday school and family classes provide support for understanding college process
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	4	<ul style="list-style-type: none"> Staff and students are involved; parents not to the same degree

Criteria 2: Strong Leadership

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

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4	
2.2	Consistently puts into practice the educational program outlined in its charter.	4	
2.3	Generates and sustains a school culture conducive to staff professional growth	4	<ul style="list-style-type: none"> Significant collaboration among teachers; The College Ready Promise initiative places a targeted and systematic focus on teachers’ professional development; veteran teachers support new teachers
2.4	Actively monitors and evaluates the success of the school’s program	5	<ul style="list-style-type: none"> Impressive array of targets and goals for leaders and school as a whole
2.5	Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer	4	<ul style="list-style-type: none"> School completes regular required reporting
2.6	Treats all individuals with fairness, dignity and respect	4	
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	4	<ul style="list-style-type: none"> Home office has solid understanding; degree among leadership varies
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	4	
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	<ul style="list-style-type: none"> Member of EDCOE SELPA; multiple intervention steps and strategies; strong results for ELs
2.10	Engages community involvement in the school	3	<ul style="list-style-type: none"> School engages parents regarding their students (providing college info, general progress), but not at the level of management/leadership level as contemplated in petition; school could benefit from increased sources of community-based afterschool or enrichment options for students

Criteria 3: A Focus on Continuous Improvement

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

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	5	<ul style="list-style-type: none"> • Systems like Godzilla platform make data easier for teachers to access and utilize
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	4	<ul style="list-style-type: none"> • Limited disaggregation and analysis of English learner results
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	4	
3.4	Uses student assessment results to improve curriculum and instruction	5	<ul style="list-style-type: none"> • Student performance charts displayed and referenced; regular analysis with variety of lenses for viewing the data
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	4	<ul style="list-style-type: none"> • Difficult to see how this works within the Aspire structure; discretionary budget of principal is unclear

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	3	<ul style="list-style-type: none"> Aspire governing board is not very accessible to individual school communities; structures to address this are not well-developed
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	4	<ul style="list-style-type: none"> Highly experienced board and home office management team; level of monitoring at principal level varies
4.3	Seek input from impacted stakeholders	3	<ul style="list-style-type: none"> Advisory School Council structure not fully implemented or effective
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3	<ul style="list-style-type: none"> Policy to preference siblings and students from other Aspire schools will not produce diversity that reflects the district as a whole; these policies are not necessarily inherently welcoming of non-Latino families
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	4	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	4	
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	4	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	3	<ul style="list-style-type: none"> Leadership transition challenges exist; new web-based trainings
4.9	Maintains effective and active control of the charter school	4	<ul style="list-style-type: none"> CMO home office; difficult to gauge board's control
4.10	Abstains from any decision involving a potential or actual conflict of interest	4	<ul style="list-style-type: none"> Clear policy; no evidence of conflicts
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	3	<ul style="list-style-type: none"> Anecdotal data provided to indicate shifting neighborhood demographics, but no concrete data to explain why the school is not able to achieve a racial and ethnic balance reflective of the district as a whole

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	3	<ul style="list-style-type: none"> Leadership transition mid-year
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	4	
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	3	<ul style="list-style-type: none"> Aspire still working to develop authentic and meaningful structures for parent engagement aligned with the vision described in the charter petition

Criteria 5: Fiscal Accountability

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

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	4	
5.2	Conducts an annual financial audit which is made public	4	<ul style="list-style-type: none"> Audit package covers all schools plus home office
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	<ul style="list-style-type: none"> CMO has strong fiscal management; attempts to leverage resources to support all schools in network fairly
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	4	
5.5	Managing cash flow	4	<ul style="list-style-type: none"> CMO manages cash flow; school ran a deficit, was compensated by CMO
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	4	

ATTACHMENT II: CHARTER TEXT REVISIONS

Oakland Unified School District
Office of Charter Schools

CHARTER TEXT REVISIONS – LIONEL WILSON COLLEGE PREPARATORY ACADEMY

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5pm on June 1, 2012**.

Charter Text	Text Reference	Revision																														
<u>Measurable Pupil Outcomes/Methods to Assess Pupil Progress Toward Meeting Outcomes</u>	Page 28	<p>Add the following text and remove any text to the contrary:</p> <table border="1"> <thead> <tr> <th>Measurable Pupil Outcome</th> <th>Instrument</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Student Attendance</td> <td>ADA</td> <td>95%</td> </tr> <tr> <td>Student Course Load</td> <td>Students meeting UC A-G requirements by graduation</td> <td>90%</td> </tr> <tr> <td>Graduation rate</td> <td>Students graduate within 5 years</td> <td>95%</td> </tr> <tr> <td>CAHSEE pass rate at 10th Grade</td> <td>Students pass CAHSEE</td> <td>95%</td> </tr> <tr> <td>API Score and Ranking</td> <td>API</td> <td>School meets state target</td> </tr> <tr> <td>AP test scores</td> <td>Students who take AP test score 3 or above</td> <td>90%</td> </tr> <tr> <td>Post-secondary class grades</td> <td>Students who take post-secondary class pass with minimum of a C-</td> <td>90%</td> </tr> <tr> <td>Participation in co-/extra-curricular activities</td> <td>Students participate in at least one co-/extra-curricular activity</td> <td>100%</td> </tr> <tr> <td>Overall satisfaction among students and parents</td> <td>Express satisfaction on student and Parent survey</td> <td>95%</td> </tr> </tbody> </table>	Measurable Pupil Outcome	Instrument	Target	Student Attendance	ADA	95%	Student Course Load	Students meeting UC A-G requirements by graduation	90%	Graduation rate	Students graduate within 5 years	95%	CAHSEE pass rate at 10 th Grade	Students pass CAHSEE	95%	API Score and Ranking	API	School meets state target	AP test scores	Students who take AP test score 3 or above	90%	Post-secondary class grades	Students who take post-secondary class pass with minimum of a C-	90%	Participation in co-/extra-curricular activities	Students participate in at least one co-/extra-curricular activity	100%	Overall satisfaction among students and parents	Express satisfaction on student and Parent survey	95%
Measurable Pupil Outcome	Instrument	Target																														
Student Attendance	ADA	95%																														
Student Course Load	Students meeting UC A-G requirements by graduation	90%																														
Graduation rate	Students graduate within 5 years	95%																														
CAHSEE pass rate at 10 th Grade	Students pass CAHSEE	95%																														
API Score and Ranking	API	School meets state target																														
AP test scores	Students who take AP test score 3 or above	90%																														
Post-secondary class grades	Students who take post-secondary class pass with minimum of a C-	90%																														
Participation in co-/extra-curricular activities	Students participate in at least one co-/extra-curricular activity	100%																														
Overall satisfaction among students and parents	Express satisfaction on student and Parent survey	95%																														
<u>Governance</u>	Page 32	<p>Add the following text and remove any text to the contrary:</p> <p><i>Aspire Lionel Wilson College Preparatory Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.</i></p>																														
<u>Student Admissions Policies and Procedures</u>	Page 43	<p>Add the following text and remove any text to the contrary:</p> <p><i>Aspire Lionel Wilson College Preparatory Academy will be nonsectarian in its programs, admission policies, and all</i></p>																														

		<p><i>other operations, and will not charge tuition nor discriminate against any student based upon any on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, Lionel Wilson College Preparatory Academy will notify the District in writing of the application deadline and proposed lottery date. Lionel Wilson College Preparatory Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."</i></p>
<p><u>Public Records</u></p>	<p>Page 58</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"Aspire-Lionel Wilson College Preparatory Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including School-Lionel Wilson College Preparatory Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents and of students at the School-Lionel Wilson College Preparatory Academy and of the District. Aspire-Lionel Wilson College Preparatory Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Aspire-Lionel Wilson College Preparatory Academy does not have that Aspire-Lionel Wilson College Preparatory Academy needs in order to meet its obligations, the District shall provide the same to Aspire-Lionel Wilson College Preparatory Academy in a reasonably timely manner upon request."</i></p>
<p><u>Reporting and Accountability</u></p>	<p>Page 31</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>"If Aspire-Lionel Wilson College Preparatory Academy does not test (i.e., STAR) with the District, Aspire-Lionel Wilson</i></p>

		<p>College Preparatory Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</p> <p>Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."</p>
<u>External Reporting</u>	Page 31	<p>Add the following text and remove any text to the contrary:</p> <p>"Aspire-Lionel Wilson College Preparatory Academy maintainswill maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."</p>
<u>Governance Structure of the School</u>	Pages 58	<p>Add the following text and remove any text to the contrary:</p> <p>"Aspire-Lionel Wilson College Preparatory Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction regarding any and shall consult with the District regarding any such inquiries. Aspire-Lionel Wilson College Preparatory Academy acknowledges that it is subject to audit by the District OUSD, if the District OUSD seeks an audit of the School-Lionel Wilson College Preparatory Academy, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Aspire-Lionel Wilson College Preparatory Academy by law or charter provisions."</p>
<u>Governance Structure</u>	Page 32	<p>Add the following text and remove any text to the contrary:</p> <p>"Members of Aspire's-Lionel Wilson College Preparatory Academy'sMembers of Aspire's-Lionel Wilson College Preparatory Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</p> <p>Aspire-Lionel Wilson College Preparatory Academy and/or</p>

		<p><i>its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<p><u>Addressing Parent Complaints</u></p>	<p>Page 34</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>Aspire’s Lionel Wilson College Preparatory Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Aspire-Lionel Wilson College Preparatory Academy will not, at any time, refer complaints to the District.</p> <p><i>The complaint procedures will include clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p>Aspire-Lionel Wilson College Preparatory Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Aspire-Lionel Wilson College Preparatory Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Aspire-Lionel Wilson College Preparatory Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</p> <p>Aspire-Lionel Wilson College Preparatory Academy has will adopted and published grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</p> <p>Aspire-Lionel Wilson College Preparatory Academy has will implemented specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional</p>

		<p>organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.”</p>
<p><u>Health and Safety Procedures</u></p>	<p>Page 41</p>	<p>Add the following text and remove any text to the contrary:</p> <p><i>“The School Lionel Wilson College Preparatory Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<p><u>Dispute Resolutions Procedures</u></p>	<p>Page 50</p>	<p>Add the following text and remove any text to the contrary:</p> <p><i>“The staff and Governing Board members of Aspire-Lionel Wilson College Preparatory Academy agree to attempt to resolve all disputes between the District and Aspire-Lionel Wilson College Preparatory Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and Aspire-Lionel Wilson College Preparatory Academy, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2)</i></p>

business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Lionel Wilson College Preparatory Academy

To Coordinator, ~~OUSD~~ Office of Charter Schools:
Tilden School Education Complex
4551 Steele Street, Room 11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and

		<i>shall have any such recourse available by law.</i>
<u>Suspension and Expulsion</u>	Pages 46	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Lionel Wilson College Preparatory Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Lionel Wilson College Preparatory Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. ASCEND shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”</i></p>
<u>Suspension and Expulsion: Due Process for Students with Disabilities</u>	Pages 46	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, Lionel Wilson College Preparatory Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”</i></p>
<u>Independent Fiscal Audits</u>	Page 57	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that Aspire-Lionel Wilson College Preparatory Academy is a recipient of federal funds, including federal Title I, Part A funds, Aspire-Lionel Wilson College Preparatory Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Aspire-Lionel Wilson College Preparatory Academy agrees that it will keep and make available to the</i></p>

		<p>District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</p> <ul style="list-style-type: none"> • Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified. • Develop jointly with, and distribute to, parents of participating children, a school-parent compact. • Hold an annual Title I meeting for parents of participating Title I students. • Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. <p>Aspire-Lionel Wilson College Preparatory Academy also understands that as part of its oversight of the school, the OUSD-Office of Charter Schools may conduct program review of federal and state compliance issues.”</p>
<p><u>Facilities</u></p>	<p>Page 59</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>“If Aspire-Lionel Wilson College Preparatory Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OUSD-Office of Charter Schools and/or the local planning department or equivalent agency. If Aspire-Lionel Wilson College Preparatory Academy moves or expands to another facility during the term of this charter, Aspire-Lionel Wilson College Preparatory Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will</p>

		<p>operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Aspire-Lionel Wilson College Preparatory Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OUSD-Office of Charter Schools and/or the local planning department or equivalent agency.</p> <p>Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</p>
<u>District Fee for Oversight</u>	Page 57	<p>Add the following text and remove any text to the contrary:</p> <p>“The District may charge for the actual costs of supervisory oversight of the school-Lionel Wilson College Preparatory Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Aspire Lionel Wilson College Preparatory Academy is able to obtain substantially rent free facilities from the District.</p> <p>Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”</p>
<u>Miscellaneous Charter-Related Issues</u>	Page 9	<p>Add the following text and remove any text to the contrary:</p> <p>“Aspire-Lionel Wilson College Preparatory Academy must submit its renewal petition to the OUSD-Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</p>
<u>Miscellaneous Charter-Related Issues</u>	Page 56	<p>Add the following text and remove any text to the contrary:</p> <p>“The District may revoke the charter of this school-Lionel Wilson College Preparatory Academy in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.</p>
<u>Impact on Charter Authorizer</u>	Page 56	<p>Add the following text and remove any text to the contrary:</p> <p>In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the</p>

		<p>term of this charter;</p> <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ December 15 – Schedule of Expenditures of Federal Awards ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<p><u>Impact on Charter Authorizer</u></p>	<p>Page 56</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Aspire-Lionel Wilson College Preparatory Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> • <i>Aspire-Lionel Wilson College Preparatory Academy is subject to District oversight.</i> • <i>The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Aspire-Lionel Wilson College Preparatory Academy.</i> • <i>The District is authorized to revoke this charter for, among other reasons, the failure of Aspire-Lionel Wilson College Preparatory Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i> <p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lionel Wilson College Preparatory Academy books, records, data, processes and procedures through the OUSD-Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p> <ul style="list-style-type: none"> • <i>Compliance with terms and conditions prescribed in the charter,</i> • <i>Internal controls, both financial and operational in</i>

nature,

- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

~~Aspire~~ **Lionel Wilson College Preparatory Academy** shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to ~~Aspire~~ **Lionel Wilson College Preparatory Academy**. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud or abuse related to ~~Aspire~~ **Lionel Wilson College Preparatory Academy** operations is received by the District, ~~Aspire~~ **Lionel Wilson College Preparatory Academy** shall be expected to cooperate with any investigation undertaken by the ~~OSD~~ Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ~~Aspire~~ **Lionel Wilson College Preparatory Academy** by law or charter provisions."