



TO: Board of Education

FROM: Antwan Wilson, Superintendent
Silke Bradford, Ed.D., Director-Quality Diverse Providers

DATE: December 14, 2016

RE: Aspire Lionel Wilson College Preparatory Academy Renewal Request

Legislative File

File ID No.: 16-2205

Introduction Date: 09/28/16

Enactment No.: _____

Enactment Date: _____

By: _____

ACTION REQUESTED:

Recommendation:

Approve the Aspire Lionel Wilson College Preparatory Academy renewal request for a five year term (2017-2022).

School Overview:

Aspire Lionel Wilson College Preparatory Academy (“Aspire Lionel Wilson” or the “charter school”) was founded in 2002. The school is located in East Oakland in the Sobrante Park neighborhood (District 7, Castlemont High School Attendance Area) and currently serves students in grades 6 through 12.

Demand and Retention Rate:

For 2016-17, the charter school’s total enrollment is 514, with 83% of students qualifying for a free or reduced priced meal, 23% English Learners, and 12% Special Education (SPED). For the 2015-16 school year, the schoolwide and high school retention rate was 89% and 79%, respectively.

Overview of Recommendation:

On September 28, 2016, Oakland Unified School District (“OUSD”) received a charter renewal request from Aspire Lionel Wilson. The Superintendent recommends that the charter renewal request received from Aspire Lionel Wilson be approved for a five year term (2017-2022). 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) including but not limited to: (1) an analysis of the extent to which the school has met its measurable pupil outcomes and an evaluation of its educational program; (2) an analysis of the effectiveness and viability of the school; (3) a review of the school’s performance and operations to evaluate the extent to which the school has been faithful to the terms of its charter; and (4) an evaluation of whether the petitioners have presented a “reasonably comprehensive” description of the 15 elements related to the school’s operation.

Rationale for Recommendation

Based on this evaluation, the staff has determined that the petitioners have met the standards and expectations for charter renewal, and that the petitioners are demonstrably likely to continue to successfully implement the program as set forth in the petition.

Collective Measurable Pupil Outcomes/Quality Community Schools Commitments/Equity Pledge

Aspire Lionel Wilson College Preparatory Academy has adopted the Collective MPOs; however, the Aspire Board has not agreed to sign the Quality Community Schools Commitments (see Appendix I/p.33 of this report for their letter explanation). Aspire leadership does serve on Equity Pledge committees.

Enrollment Summary

The following graph illustrates Aspire Lionel Wilson’s enrollment numbers over the term of the charter.

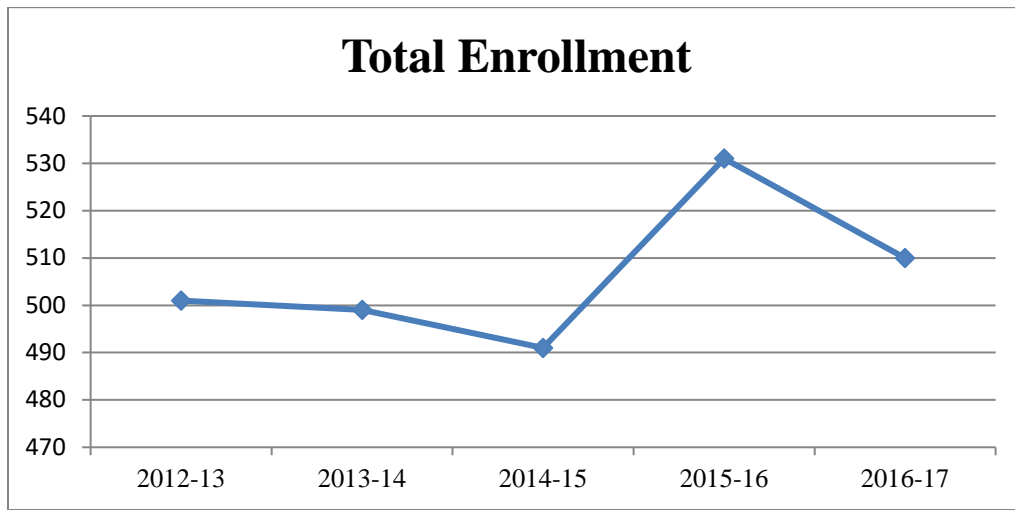


Figure 1. Source: CDE Downloadable Data Files for 2012-13 thru 2015-16; 2016-17 data based on 2016 CBEDS enrollment as reported by school to OUSD.

A comparison between Aspire Lionel Wilson and the District’s enrollment demographics is shown in Figure 2 below.

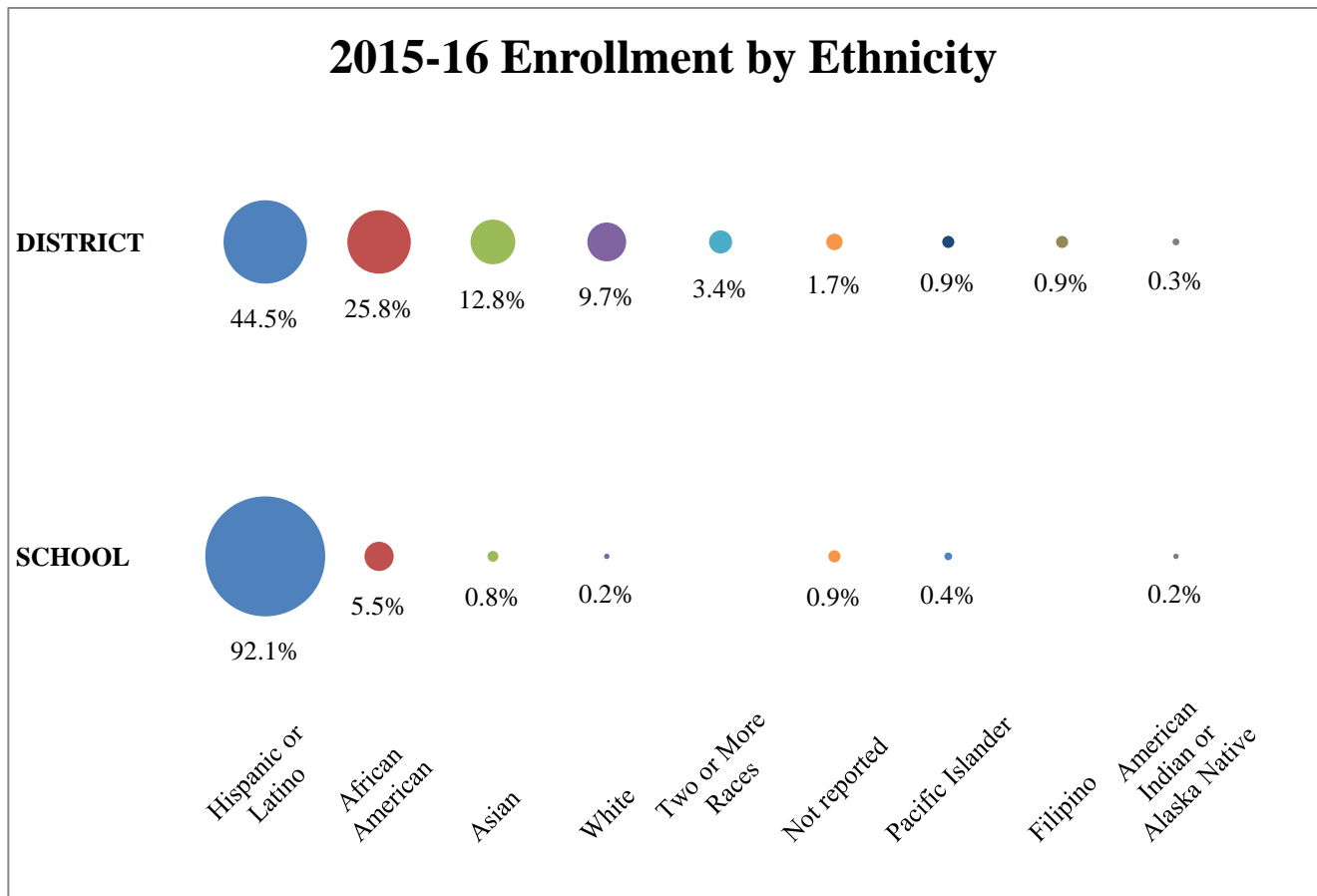


Figure 2. Source: CDE Downloadable Data Files

Aspire Lionel Wilson’s detailed demographic data over time is represented in Table 1 below. The student population is 92% Latino while only 5% African American (CDE Downloadable Data Files). As Figure 2 shows, this is not representative of the district. Similarly, it is not reflective of the neighborhood where the charter school is located, as African American students are significantly underrepresented. During the Focus Group Interviews, it was highlighted that an African American Unity Group was established to help recruit more African American students.

	2012-13		2013-14		2014-15		2015-16	
	Total	%	Total	%	Total	%	Total	%
Total Enrollment	501	-	499	-	491	-	531	-
Gender								
Male	245	49%	249	50%	259	53%	270	51%
Female	256	51%	250	50%	232	47%	261	49%
Ethnicity								
African American	16	3%	20	4%	13	3%	29	5%
Asian/Pacific Islander	4	1%	4	1%	1	0%	6	1%
Latino	481	96%	475	95%	473	96%	489	92%
Other	0	0%	0	0%	4	1%	6	1%
White	0	0%	0	0%	0	0%	1	0%
EL & FRPM								
English Learners	77	15%	80	16%	136	28%	138	26%
FRPM	474	95%	469	94%	469	96%	485	91%

Table 1. Source: CDE Downloadable Data Files

Program Summary

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

“[Aspire’s] mission includes the following:

- To increase the academic performance of California’s diverse students
- To develop effective educators
- To catalyze change in public schools
- To share successful practices with forward thinking educators”

School Mission: (Excerpt from the NEW charter petition)

“Aspire’s mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward thinking educators, and
- Catalyze change in public schools”

Program’s Distinguishing Features:

“Beyond the school’s strong commitment to utilize feedback for continual growth, other areas that make Wilson Prep distinctive include: longer school day, longer school year, college going culture, development of college and career pathways, Advisory Homeroom, Student Led Conferences, exhibitions and celebrations of learning, family engagement, instructional coaching and feedback, a robust Beyond the Bell after school program, expanding Wrap Around Services, and strong partnerships with educational and community partnerships like BUILD, I-Mentor, Destination College, Ignite, Global Glimpse, Running for a Better Oakland and the Sobrante Park Leadership Council. In June 2016, Wilson Prep launched a schoolwide summer reading campaign that has evolved into a daily leveled academic literacy block that provides Tier 1,2,3 literacy instructional to all scholars.”

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.]
- (6) The petition does not contain 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 Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

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**.

STATUTORY RENEWAL THRESHOLD	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	NA
Did school attain API Growth Target in two of last three years (when there was testing)?	NA
Did school attain API Growth Target in the aggregate of the prior three years?	NA
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	NA
Is the school ranked 4 or higher on API in two of last three years?	NA
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	NA
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	NA
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y

Smarter Balanced (SBAC) English Language Arts/Fluency and Mathematics Achievement

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores on the former state standardized test (e.g. CST). Instead, these scores are a starting point—a baseline for the progress students will make over time. (Source: CDE CAASPP Website)

In order to compare Aspire Lionel Wilson’s performance to that of schools serving similar grade level spans (see p. 14-15 of this report for comparisons), SBAC results were disaggregated by grade level spans as shown below.

Aspire Lionel Wilson (6-12)		
Achievement Level	ELA	Math
Proficient (Exceeded + Met)	36%	23%
Standard Exceeded	12%	7%
Standard Met	24%	17%
Standard Nearly Met	34%	31%
Standard Not Met	30%	46%

Table 1a. Source: CDE Downloadable Data Files

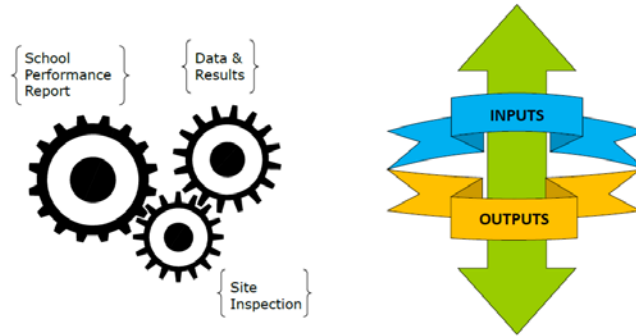
Aspire Lionel Wilson (6-8)		
Achievement Level	ELA	Math
Proficient (Exceeded + Met)	26%	17%
Standard Exceeded	5%	5%
Standard Met	22%	12%
Standard Nearly Met	36%	32%
Standard Not Met	37%	52%

Table 2b. Source: CDE Downloadable Data Files

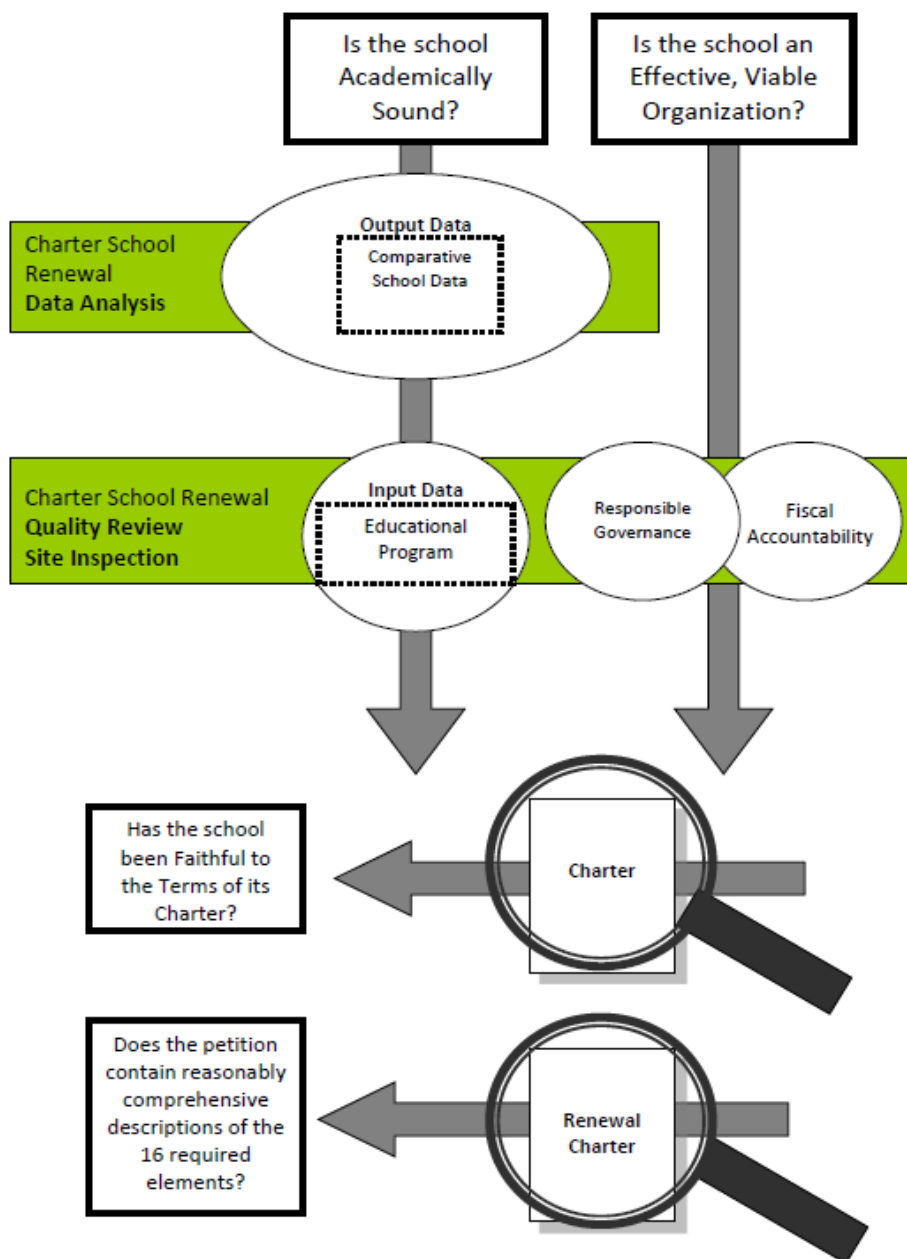
Aspire Lionel Wilson (9-12)		
Achievement Level	ELA	Math
Proficient (Exceeded + Met)	57%	38%
Standard Exceeded	28%	11%
Standard Met	29%	27%
Standard Nearly Met	29%	29%
Standard Not Met	13%	33%

Table 2c. Source: CDE Downloadable Data Files

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 (MPOs) as stated in the charter petition. It is critical to note that in addition to the transition to Common Core resulting in gaps in data related to MPOs, schools that voluntarily adopted the new and improved Collective MPOs also suffered a gap in, or limited, data points since these only went into effect in 2015-16. In total, schools did not have the benefit of an entire charter term, which they are entitled to, in order to meet the two different sets of MPOs as outlined. So, the met/not met/substantial progress towards meeting designations should be interpreted very loosely considering.

Measurable Pupil Outcomes	Instrument	Target	2012-13	2013-14	2014-15
Annual Basis: 95% Student Attendance	P1, P2, Annual	95% Attendance Rate	P1=98% P2=97.78% Annual=97.23%	P1=97.85% P2=97.83% Annual=96.91%	P1=97.50% P2=94.1% Annual=95.8%
Semester Basis: 90% of students meet UC A-G requirements by graduation	Course load	90% of students meet A-G requirements	100%	Semester 1= 9 th -90% 10 th -63% 11 th -67% 12 th -71%	Semester 1= 9 th -69% 10 th -53% 11 th -70% 12 th -84%
Annual Basis: Increase the number of students that will graduate within 5 years	Graduation rate	95% of students will graduate within 5 years	98%	93%	93%
Annual Basis: State target for API growth	API	State Target Every Year	API of 828	API of 807	N/A
Annual Basis: Increase proficiency levels on CST-ELA	Percent P/A on CST	State Target	CST ELA Results, 2012-13 6 th =41% 7 th =51% 8 th =47% 9 th =64% 10 th =51% 11 th =72%	N/A	N/A
Annual Basis: Increase proficiency levels on CST-Math	Percent P/A on CST	State Target	CST Math Results, 2012-13 6 th =53% 7 th =79% Alg=34% Alg2=25% Geometry=27% Summ Math=39%	N/A	N/A
Annual Basis: Increase proficiency levels on CST-Science	Percent P/A on CST	State Target	CST Science Results, 2012-13 8 th =77% Life Science-10 th =90% Biology=83% Chemistry=26% Physics=92%	N/A	N/A

Measurable Pupil Outcomes	Instrument	Target	2012-13	2013-14	2014-15
Annual Basis: Increase proficiency levels on CST-Social Science	Percent P/A on CST	State Target	CST Social Science Results, 2012-13 8 th grade History=41% World History=56% US History=74%	N/A	N/A
Annual Basis: 95% of all 10 th graders will pass CAHSEE	CAHSEE Pass Rate	90% of students who take an AP exam will receive a score of 3 or above	2012-13 Results ELA=93% Math=98%	2013-14 Results ELA=89% Math=90%	2014-15 Results ELA=82% Math=85%
Annual Basis: 90% of students who take an AP exam will receive a score of 3 or above	Advanced Placement test scores	90% of students who take an AP exam will receive a score of 3 or above	AP Spanish=34/38=90% AP English=2/19=11% AP Calculus=1/18=6% Total=37/75=50%	60% pass rate	91% pass rate
Annual Basis: 90% of students who take a post-secondary level class online or in a community college will pass	EOY	90% passing rate for post-secondary courses	90% pass rate	92% of total classes passed	94% of total classes passed
Annual Basis: Students engage in co/extra-curricular activities	Participation in co/extracurricular activities rate	100% of students participate in at least one extra-curricular activity	2012-13 Data Middle school=60% High school=100% Whole school=82%	100%	100%
Annual Basis: 95% of families and students are satisfied	Annual surveys	95% of parents and students are satisfied	88% of families strongly agreed to the statement "my child is getting a good education at this school." On our annual parent survey	96% of families strongly agreed to the statement "my child is getting a good education at this school." On our annual parent survey	94% of families strongly agreed to the statement "my child is getting a good education at this school." On our annual parent survey

Measurable Pupil Outcome		Amount		2015-16
		(1)	(2)	
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	3%	45%	36% of students scored level 3 or level 4.
2	By the end of the charter term, for each statistically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	-	-	-
	Hispanic or Latino	3%	43%	36% of Hispanic or Latino scored level 3 or level 4.
	English Learners	2%	15%	4% of English Learners scored level 3 or level 4.
	Low-Income Students	3%	43%	37% of low-income students scored level 3 or level 4.
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	3%	33%	24% of students scored level 3 or level 4.
4	By the end of the charter term, for each statistically significant student group,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	-	-	-
	Hispanic or Latino	3%	32%	24% of Hispanic or Latino scored level 3 or level 4.
	English Learners	2%	10%	4% of English Learners scored level 3 or level 4.
	Low-Income Students	3%	32%	24% of low-income students scored level 3 or level 4.

Measurable Pupil Outcome		Amount		2015-16
		(1)	(2)	
5	Each year, _____ percent of students will increase _____ on the _____ or achieve proficiency.	80%	10%	73% of all students grew a proficiency year between 14-15 and 15-16
	<i>ELA/Reading Assessment: Writing Snapshot</i>			
6	Each year, for each statistically significant student group,* _____ percent of students will increase _____ on the <u>(same assessment as #5)</u> or achieve proficiency.	-	-	-
	Hispanic or Latino	80%	10%	73% grew a proficiency year between 14-15 and 15-16
	English Learners	80%	10%	86% grew a proficiency year between 14-15 and 15-16
	Low-Income Students	80%	10%	73% grew a proficiency year between 14-15 and 15-16
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT.	50%		36% of ELs made annual growth
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).	3%		9%
9	Each year, for each statistically significant student group,* have less than _____ percent of students absent more than 10% of the school days (chronic absence).	-		-
	Hispanic or Latino	2.9%		9%
	English Learners	1%		9%
	Low-Income Students	3%		9%
10	Each year, achieve a High School cohort graduation rate of at least _____.	90%		(2014-15: 100%) Data pending until Spring 2017 when it will be published.
11	Each year, for each statistically significant student group,* achieve a High School cohort graduation rate of at least _____.	-		-
	Hispanic or Latino	90%		Data pending until Spring 2017 when it will be published.
	English Learners	85%		Data pending until Spring 2017 when it will be published.
	Low-Income Students	90%		Data pending until Spring 2017 when it will be published.
12	Each year, _____ percent of 10th graders will pass the CAHSEE.	80%		No longer using CAHSEE
13	Each year, for each statistically significant student group,* _____ percent of 10th graders will pass the CAHSEE.	-		No longer using CAHSEE
	Hispanic or Latino	80%		
	English Learners	80%		
	Low-Income Students	80%		
14	Each year, _____ percent of 10th graders will achieve proficiency on the CAHSEE.	50%		No longer using CAHSEE
15	Each year, for each statistically significant student group,* _____ percent of 10th graders will achieve proficiency on the CAHSEE.	-		No longer using CAHSEE
	Hispanic or Latino	55%		
	English Learners	10%		
	Low-Income Students	55%		
16	Each year, at least _____ percent of students and families positively rate school safety.	85%		Data pending. Current surveys are geared for instructional feedback from parents. We are including

Measurable Pupil Outcome		Amount		2015-16
		(1)	(2)	
	<i>Student Survey Question: I feel safe at this school</i> <i>Family Survey Question: The school provides a safe environment for my child</i>			safety in upcoming surveys.
17	Each year, at least _____ percent of students and families positively rate academic instruction.	90%		84% of students and families positively rate academic instruction
	<i>Student Survey Question: The methods we use to learn new things in the class are helpful to me</i> <i>Family Survey Question: My child is getting a good education at this school</i>			
18	Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	75%		2015-2016: 85% of students and families feel staff is available to listen. Based on •Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas." •Family: "Teachers at the school are available to parents and willing to listen." Upcoming survey will incorporate new MPO survey questions.
	<i>Student Survey Question: My voice is heard and valued at my school</i> <i>Family Survey Question: I am encouraged to share my opinion and feedback in the school decision process</i>			

**The following table shows the number of students needed for a student group to be deemed statistically significant.*

Student Group	# for Statistical Significance
American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Filipino, Hispanic or Latino, Black or African American, White, Two or More Races, English Learners, Low-Income Students, Special Education	30
Students in Foster Care	15

MPO Summary	2012-15 Previous MPOs	2015-16 Collective MPOs
Met	3	1
Substantial Progress	7	8
Not Met	3	2
No Data/Target	0	7

Substantial Progress Thresholds

In determining whether a MPO has “not been met,” *yet* there has been “substantial progress” towards fulfillment of the goal, the following was taken into consideration:

- 1) Was the MPO ambitious/rigorous? If Yes then,
- 2) Did half of the grade levels or more, meet, or come within 5-10% of meeting, the goal?

2013 STAR Testing Performance Disaggregated By Student Demographics

The table below provides an overview of ELA and Math CST performance disaggregated by race, socioeconomic status, English Learner status, and students with disabilities. Groups that are considered numerically significant need 50 or more students in order for AYP criteria to be established.

In the case of Aspire Lionel Wilson, there are four subgroups that make up a numerically significant portion of the student population: Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. None of the subgroups at Lighthouse met the 2013 AYP criteria in ELA or Math.

2013	ELA			Math		
School Groups	Valid Scores	Percent At or Above Proficient	Met 2013 AYP Criteria?	Valid Scores	Percent At or Above Proficient	Met 2013 AYP Criteria?
Schoolwide	280	49.6%	No	280	58.9%	No
Hispanic or Latino	267	48.7%	No	258	58.8%	No
Socioeconomically Disadvantaged	265	49.1%	No	263	58.9%	No
English Learners	173	26.6%	No	138	44.5%	No
Students with Disabilities	27	29.6%	N/A	27	33.3%	N/A

Table 4. Source: DataQuest/CDE

2014-15 & 2015-16 SBAC Testing Performance Disaggregated By Student Demographics¹

As Figure 5a below shows, English Learners and Students with Disabilities have performed significantly lower than the schoolwide average on the ELA SBAC. Proficiency rates (the percent of students scoring at or above proficient) for Students with Disabilities increased slightly from 2014-15 to 2015-16, while proficiency rates for all other subgroups decreased slightly.

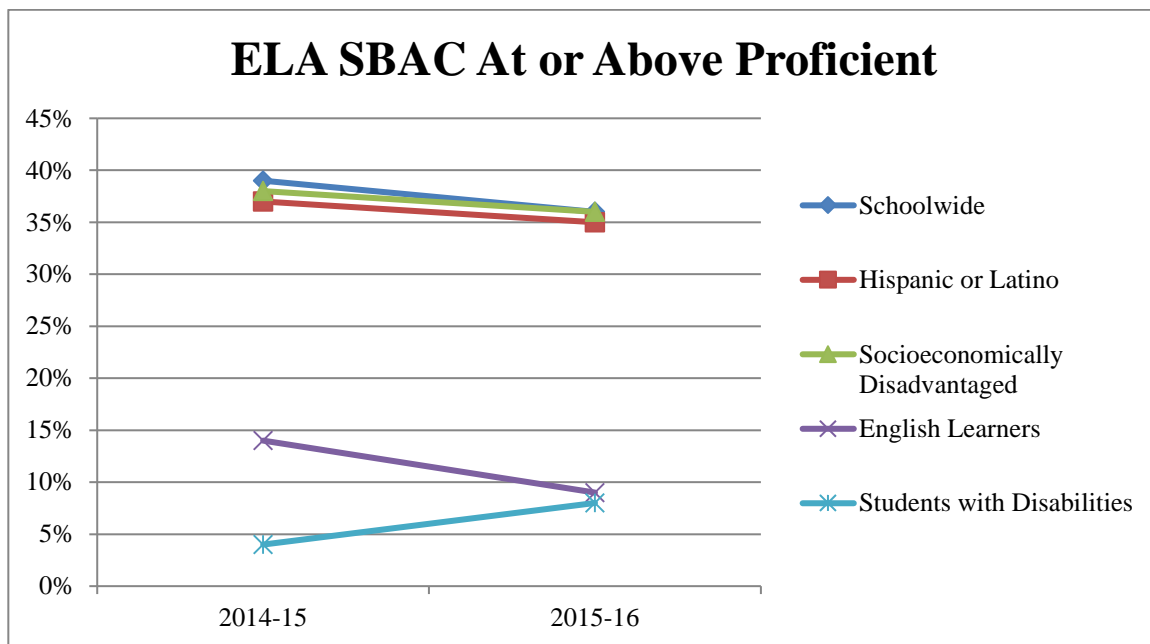


Figure 5a. Source: CDE Downloadable Data Files

¹ In order to protect student confidentiality, SBAC scores are not included for any subgroup of 10 or fewer students.

Similarly, Figure 5b shows that English Learners and Students with Disabilities performed significantly lower than other student subgroups schoolwide on the Math SBAC. Proficiency rates for most subgroups decreased slightly between 2014-15 and 2015-16

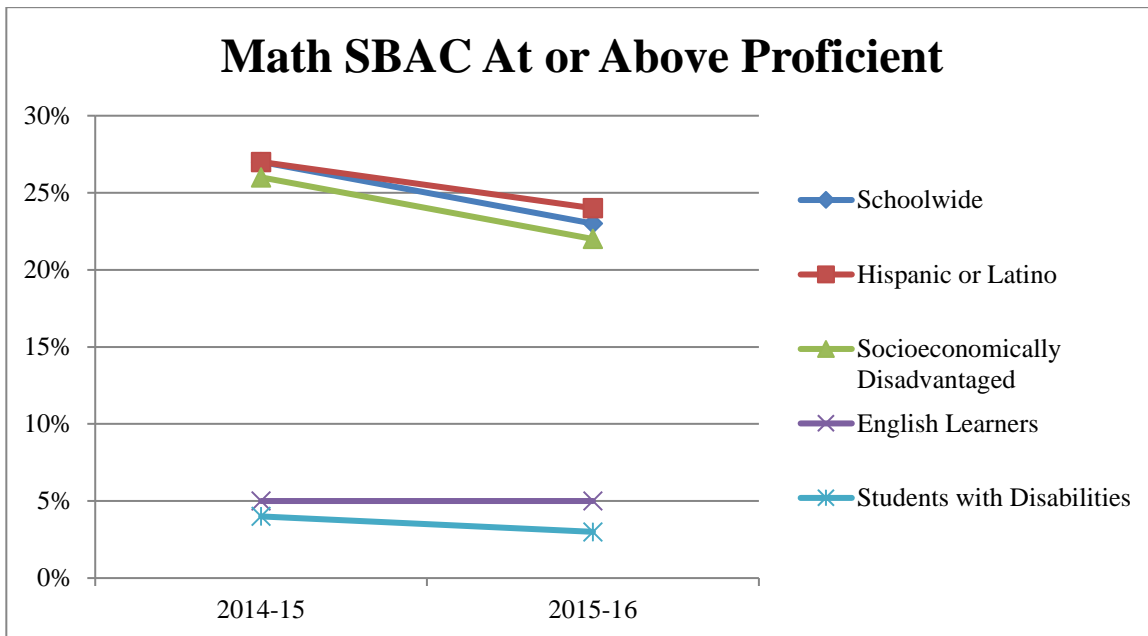


Figure 5b. Source: CDE Downloadable Data Files

The English Learners and Students with Disabilities subgroups underperformed relative to other subgroups in both ELA and Math. The Aspire Lionel Wilson Performance Report highlights “... Aspire Bay Area has increased the size of the [Aspire Lionel Wilson] SPED team by almost 50% for the 2016-2017 school year to augment the service and support to our students in Special Education ” (p. 10). In addition, Aspire Lionel Wilson is implementing “a targeted English Learners small group literacy block” (p. 23).

Baseline SBAC Comparison Schools Data

The comparison school sets shown below were created by selecting schools in Oakland that serve similar grade level spans with a comparable population of students that qualify for free and reduced lunch. These sets include both district-run and charter-run schools. Alternative education and continuation schools were excluded from consideration.

6th-12th Grade Comparison Schools

On the ELA SBAC, Aspire Lionel Wilson performed similar to or higher than other comparison schools serving the 6-12 grade level spans. On the Math SBAC, they outperformed all of these comparison schools.

6-12			
SCHOOL	FRPM	SBAC (ELA)	SBAC (Math)
Bay Area Technology	96.1%	15%	11%
Coliseum College Prep Academy	95.6%	19%	7%
LIFE Academy	94.1%	37%	14%
Aspire Lionel Wilson College Preparatory Academy	91.3%	36%	23%
Aspire Golden State College Preparatory Academy	88.6%	31%	14%

Table 5a. Source: CDE Downloadable Data Files

6th-8th Grade Comparison Schools

On both the ELA and Math SBAC, Aspire Lionel Wilson’s 6th-8th grade students performed higher than all district-run schools serving the 6-8 grade level spans.

6-8			
SCHOOL	FRPM	SBAC (ELA)	SBAC (Math)
Frick Middle	93.6%	12%	3%
Westlake Middle	93.4%	18%	11%
ROOTS International Academy	92.1%	16%	7%
Aspire Lionel Wilson College Preparatory Academy	91.3%	26%	17%
Epic Charter	89.9%	15%	8%
United for Success Academy	88.5%	11%	5%
Oakland Charter Academy	88.4%	30%	25%

Table 5b. Source: CDE Downloadable Data Files

9th-12th Grade Comparison Schools

Similarly, on both the ELA and Math SBAC, Aspire Lionel Wilson’s 9th-12th grade students performed higher than all of the district-run comparison schools serving the 9-12 grade level spans.

9-12			
SCHOOL	FRPM	SBAC (ELA)	SBAC (Math)
Epic Charter	93.5%	15%	8%
United for Success Academy	93.5%	11%	5%
Oakland Charter Academy	92.0%	30%	25%
Aspire Lionel Wilson College Preparatory Academy	91.3%	57%	38%
Oakland High	88.2%	38%	17%
American Indian Public High	85.2%	79%	72%
McClymonds High	84.9%	27%	7%

Table 5c. Source: CDE Downloadable Data Files

Financial Reporting Data

Aspire Lionel Wilson’s ADA and enrollment remained stable over the first three years of the current charter before increasing by about 50 students in 2015-16. The school is in good financial standing.

FY	P2 ADA	Cumulative Attendance %	P2 Enrollment in April	Ending Fund Balance per Audit - June 30
2016-17 (Projected)	487.23	96.70%	512	NA
2015-16	501.21	95.61%	531	Audit Due 12/15/16
2014-15	470.87	95.81%	480	\$1,791,124
2013-14	486.73	96.91%	495	\$1,807,771
2012-13	486.21	97.23%	494	\$797,455

Table 6. Source: Audit reports, Attendance, and State P2 Report

Renewal Approval Summary

Renewal Standard I: Is the school academically sound?

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on 09/15/16 and 09/16/16 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- Effective administration/school leadership
- Robust teacher professional development
- Quality/authentic parent involvement opportunities
- Making substantial progress towards meeting Measurable Pupil Outcomes

Challenges:

- Enrollment of underrepresented students (i.e. African American)
- Expanding services and increasing the achievement for English Learners and Special Education students

Renewal Standard I:

Based on an analysis of **Aspire Lionel Wilson College Preparatory Academy's** performance outcomes, an evaluation of its educational program over the past four years, and improvement plans contained in the "Performance Report" (Appendix I of petition) the school is deemed **academically sound** for the purposes of renewal.

The school has 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 Aspire Lionel Wilson College Preparatory Academy has been evaluated, in part, through a two-day Site Inspection conducted on 09/15/16 and 09/16/16 by the Office of Charter Schools Staff. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- CMO Leadership and the Board provide effective support to the school in the following areas:
 - Governance
 - Fiscal Management/Budgeting
 - Human Resources/Staffing
 - Annual Survey of Parents

Challenges:

- None

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Aspire Lionel Wilson College Preparatory Academy 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
- In good standing with parents and within the community

Renewal Standard II:

Based on this analysis, Aspire Lionel Wilson College Preparatory Academy 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 **Aspire Lionel Wilson College Preparatory Academy** 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, **Aspire Lionel Wilson College Preparatory Academy** 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?

FIFTEEN ELEMENTS TABLE

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of the 15 elements related to a school’s operation. Please see the results of this analysis contained in the following table.

Element	Evaluation Reference	Inadequate	Reasonably Comprehensive	Statutory Reference
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.	<i>Section I., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<i>Section II.D.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<i>Section II.E.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(C)
Governance structure	<i>Section III.A.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(D)
Qualifications to be met by individuals employed at the school	<i>Section III.C.1.</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(E)
Procedures for ensuring health & safety of students	<i>Section III.B.2., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(F)
Means for achieving racial and ethnic balance	<i>Section III.B.1., bullet 1</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<i>Section III.B.1., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(H)
Manner for conducting annual, independent audits	<i>Section III.D.1., bullet 7</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(I)
Suspension and expulsion procedures	<i>Section III.B.2., bullet 2</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(J)
Manner for covering STRS, PERS, or Social Security	<i>Section III.C.3., bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(K)
Attendance alternatives for pupils residing within the district	<i>Section III.B.2., Bullet 3</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(L)
Employee rights of return, if any	<i>Section III.C.3., bullet 4</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(M)

Dispute resolution procedure for school-authorizer issues	<i>Section III.B.2., Bullet 4</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(N)
Procedures for school closure	<i>Section III.B.2., Bullet 5</i>	<input type="checkbox"/>	X	E.C. § 47605(b)(5)(0)

Renewal Standard IV:

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

Renewal Charter Term

Below is a summary of the plans presented in the new petition and performance report for Aspire Lionel Wilson College Preparatory Academy.

Plans for Improvement

Notable areas of improvement listed in the Aspire Lionel Wilson Performance Report include:

- Academic performance
- Improving literacy interventions and support
- Aligning curriculum to the Common Core State Standards
- Increasing racial diversity of students
- Refining behavioral supports
- Augmenting services and support of Special Education students and English Learners
- Providing professional development focused on building strong culture
- Establishing more parent/community involvement opportunities
- Recruiting and retaining highly qualified staff

Revised Measurable Pupil Outcomes (MPOs)

The revised MPOs are in alignment with state priorities (LCFF) and the introduction of the new statewide standardized testing measurements (SBAC). Aspire Lionel Wilson College Preparatory Academy has adopted the collective MPOs that have been established through charter leader working groups that took place throughout the 2014-15 school year.

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 Aspire 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 Aspire 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, 2017 and expire on June 30, 2022. 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 Aspire 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, which 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	3	<ul style="list-style-type: none"> • Met or made substantial progress towards 10/13 (77%) of previous Measurable Pupil Outcomes (MPOs) 2012-15 and 11/13 (85%) of Collective MPOs 2015-16 • English Learners and Special Education subgroups perform lower than schoolwide average in both ELA and Math
1.2	Provides a challenging and coherent curriculum for each individual student	4	<ul style="list-style-type: none"> • Weekly lessons plans and unit plans • Graduation requirement: 15 credits of college courses • AP course offerings • RtI model is robust • SpEd support: Contracted with Seneca in 2015, Education Specialist Team • EL support: F&P LLI curriculum, SDAIE strategies • Academic literacy block • Common Core State Standards
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"> • In 2015-16, 84% of students/families positively rate academic instruction • Advisory homeroom • College Readiness courses • After school office hours • Student led conferences twice per year
1.4	Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.	4	<ul style="list-style-type: none"> • Primarily teacher created curricula in both Math and ELA

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
			<ul style="list-style-type: none"> • On-site Leadership: Teacher teams, instructional coaches, leads, dean, and principal • Socio-emotional support: counselor, school psychologist, two counseling interns • SpEd support: Contracted with Seneca in 2015, Education Specialist team • EL support: F&P LLI curriculum, SDAIE strategies • College readiness courses and college counselors • After school program offerings
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"> • REACH values • Advisory homeroom • 5 out of 7 classrooms had strong or fair classroom management • 8 days of “Strong Start” at beginning of year • “Students don't question whether they want to go to college, they make college a reality for you.”
1.6	Productively engages parental and community involvement as a part of the school's student support system	5	<ul style="list-style-type: none"> • Parent leadership groups: Parent Advisory Council, African American Family Support Group, ELAC • Monthly family meetings • Monthly newsletters • Weekly calls/emails • Parent workshops twice per year • Community data meetings three times per year • Student-led conferences twice per year • Back to school night • Progress reports every three weeks • Aspire Bay Area Family Coordinator

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
			<ul style="list-style-type: none"> • Community events
1.7	Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals	4	<ul style="list-style-type: none"> • Participating in Collective MPOs • Teacher teams: Instructional Leadership Team, department team leads, grade level leads • Student/staff/parent surveys • See 1.6

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	<ul style="list-style-type: none"> • Teacher teams: Instructional Leadership Team, department team leads, grade level leads • REACH values • Advisory homeroom • College readiness courses • About 56% of students live in the Castlemont/CCPA attendance area (15-16 Live/Go) • See 1.6
2.2	Consistently puts into practice the educational program outlined in its charter.	4	<ul style="list-style-type: none"> • Classroom observations • See 1.4
2.3	Generates and sustains a school culture conducive to staff professional growth	5	<ul style="list-style-type: none"> • Summer Institute • Weekly Friday professional development • Regional Collaboration Days • Teacher leadership opportunities: Instructional Leadership Team, department team leads, grade level leads • Additional PD days for new teachers • Weekly grade level and department meetings • TCRP formal evaluations and Professional Learning Plans • Induction coaches • Coaching and feedback by one or more of four APs and two on-site coaches
2.4	Treats all individuals with fairness, dignity and respect	5	<ul style="list-style-type: none"> • Student expressed having adequate support from staff • Teachers are often asked for feedback

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
			<ul style="list-style-type: none"> • Parents mentioned being able to talk to the principal or other staff to voice their concerns
2.5	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"> • RtI • Targeted literacy small group instruction • SpEd support: Contracted with Seneca in 2015, Education Specialist team • EL support: F&P LLI curriculum, SDAIE strategies • Socio-emotional support: counselor, school psychologist, two counseling interns

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	Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year	5	<ul style="list-style-type: none">• Data/Assessments: Illuminate, CAASPP, CELDT, Accelerated Reader, STAR Ren, F&P, internal benchmarks, Writing Snapshots, AP Assessments• Continuing to refine internal assessments• On-site Data Driver• Data analysis conducted after each major assessment by CMO & site leadership
3.2	Uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program	5	<ul style="list-style-type: none">• Parent, staff, and student surveys• Cycle of Inquiry model• Regional Curriculum, Instruction, and Assessment Team• See 3.1
3.3	Establishes and regularly reviews both long- and short-term goals and plans for accomplishing the school's mission as stated in its charter	5	<ul style="list-style-type: none">• School develops annual and 3-year plan aligned to CMOs "Strategic Priorities"• Adopted Collective MPOs• LCAP• Board Meetings

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	5	<ul style="list-style-type: none"> • Students and families are clear on how to seek support for specific issues/areas of concern • Board Conflict of Interest Code • Clear policy; no evidence of conflicts • Fiscal Control Policies • Uniform Complaint Procedures
4.2	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	5	<ul style="list-style-type: none"> • CDE • CCSA • Seneca • EDCOE SELPA • Aspire CMO
4.3	Maintains effective and active control of the charter school and seeks input from impacted stakeholders	5	<ul style="list-style-type: none"> • Board Meetings • Support provided by CMO/Aspire Senior Leadership Team • Monthly leadership PD with Area Superintendent • Parent, student, staff surveys • Instructional Leadership Team • Parent leadership groups: Parent Advisory Council, ELAC
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	<ul style="list-style-type: none"> • SpEd support: Contracted with Seneca in 2015, Education Specialist team • EL support: F&P LLI curriculum, SDAIE strategies • Socio-emotional support: counselor, school psychologist, two counseling interns
4.5	Establishes and maintains a safe environment for students, staff, and community stakeholders	5	<ul style="list-style-type: none"> • All stakeholders express feeling safe and having multiple staff persons to address

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
			any problems that may arise <ul style="list-style-type: none"> • Discrimination and harassment policy • School site safety plan
4.6	Consistently engages in timely reporting or required information to the District, the County, and the State	5	<ul style="list-style-type: none"> • Participating in Collective MPOs • Submits all reports in a timely manner • Fulfills all audit requirements by deadlines
4.7	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	5	<ul style="list-style-type: none"> • Reorganization in 2015-16 • On-site leadership structure: Principal, four APs, two on-site coaches • Support provided by CMO/Aspire Senior Leadership Team • Principal reports to Area Superintendent who reports to CEO/CFO • Board hires and evaluates CEO/CFO
4.8	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	4	<ul style="list-style-type: none"> • Annual waitlist • Started African American Family Leadership Group in 2016-17 • Strategic bubble classes at 6th and 9th grade for 2016-17
4.9	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	5	<ul style="list-style-type: none"> • Principal is evaluated 3 times per year by Area Superintendent using New Leaders Rubric • School leader oversees 4 APs (2 high school, 2 middle school) and 2 on-site coaches

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	<ul style="list-style-type: none">• Strong fund balance for the last 3 years• Minor audit finding (unduplicated count) in 2014/15• Good financial standing
5.2	Conducts an annual financial audit which is made public	5	<ul style="list-style-type: none">• Audit report submitted on time annually
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	<ul style="list-style-type: none">• No internal control audit findings
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	5	<ul style="list-style-type: none">• No internal control audit findings
5.5	Manages cash flow effectively and maintains adequate financial reserves.	5	<ul style="list-style-type: none">• Strong cash balances with low debt ratio
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, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.	4	<ul style="list-style-type: none">• 16/17 ADA is projected to be about 14 ADA lower than 15/16• Current 16/17 attendance rate (96.70%) is higher than last year (95.61%)

Appendix I



1001 22nd Avenue, Suite 100
Oakland, CA 94606
tel 510.434.5000 fax 510.434.5010
www.aspirepublicschools.org

VIA EMAIL

August 30, 2016

Silke Bradford
Director of Charter Schools/
Quality Diverse Providers
Oakland Unified School District

Re: Oakland Quality Community School Commitments

Dear Ms. Bradford:

On behalf of the Board of Directors of Aspire Public Schools ("Aspire"), I write regarding Oakland Unified School District's proposed Quality Community Schools Commitments ("QCSC"). Aspire is aligned with the spirit of the QCSC and sincerely appreciates your leadership in this area. Although we will not be signing on to the affidavit at this time, we would like to reiterate our support of the principles outlined in the QCSC. As stated in our charters and as reflected in our student demographics, we are committed to providing *all* students with a high quality education at our Aspire Oakland Schools.

Indeed, Aspire is incredibly proud of its long term and demonstrable commitment to serving a diverse group of students in Oakland. Because of our unwavering commitment to serving all students, we can report the following information about our schools in Oakland:

- **Ethnic Diversity.** Since our inception, nearly all of our students in Oakland have been students of color. We serve both African-American and Latino students in significant numbers. For example, Aspire Berkley Maynard Academy serves an almost even split of African-American and Latino students. We have also undertaken outreach and enrollment initiatives to continue to increase diversity in our schools.
- **Income Diversity.** Ninety (90) percent of Aspire students in Oakland are eligible for free and reduced lunch. In fact, we serve a higher percentage of students who are eligible for free and reduced lunch than Oakland Unified School District ("District"), which serves seventy-six (76) percent.

- **Special Education.** Over ten percent of our students in Oakland receive special education services. The percentage we serve is slightly greater than the percentage the District serves, and includes many students with severe disabilities. At Aspire Triumph Technology Academy, we are currently piloting a new whole-school integrated behavioral health model with the intent of supporting the inclusion of students who are severely impacted by trauma. We proudly advertise our SPED model in our outreach and enrollment efforts.
- **Suspension and Expulsion Practices.** Aspire and has systematically decreased the number of students who are expelled and suspended from all of our schools, including those in Oakland. We continuously seek out the best practices, including restorative practices, to reduce disciplinary issues and foster a strong sense of community on our campuses. For those students who go through the suspension or expulsion process, we follow the provisions outlined in the Education Code, including the notice requirements and evidentiary requirements, to ensure that all students are afforded due process. Our adherence to the Education Code is reflected in each of our charter petitions.

Aspire is also supportive of partnering with the District on its efforts to build a unified enrollment for all public charter schools in Oakland. We believe that, if designed and executed properly, unified enrollment can be an effective way to ensure our student population reflects the diversity within the communities we serve. For this reason, we support Kimi Kean, Aspire's Area Superintendent of the Bay Area Region, and her continued participation in the Charter Common Enrollment committee that is working on this important issue.

We appreciate the attention and care your office has devoted to developing the QCSCs, and we look forward to partnering with the District on these issues and others in service of our mission to operate small, high quality schools.

Sincerely,



Jonathan Garfinkel
Chair, Board of Directors
Aspire Public Schools

Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS
ASPIRE 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 (red-line and final copy) to include all revisions outlined below in one hard copy and one electronic copy in *WORD* no later than **5:00 PM on FRIDAY, June 30, 2017.**

**OUSD District Required Language for Charter School
Petitions (New and Renewal) and Material Revision**

Element 1

Add the following text and remove any text to the contrary:

DRL: "In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

[CHARTER SCHOOL]'s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:"

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].

Add the following text and remove any text to the contrary:

DRL: “If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.”

Element 2

Add the following text and remove any text to the contrary:

DRL: “In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

[CHARTER SCHOOL]’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

Add the following text and remove any text to the contrary:

DRL: “[By July 1, 2015, and annually thereafter]: [CHARTER SCHOOL] shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”*

Add the following text and remove any text to the contrary:

DRL: “Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- *The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”*

Element 3

Add the following text and remove any text to the contrary:

DRL: “Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, [CHARTER SCHOOL] will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”

Add the following text and remove any text to the contrary:

DRL: “If [CHARTER SCHOOL] does not test (i.e., STAR) with the District, [CHARTER SCHOOL] 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.

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.”

Element 4

Add the following text and remove any text to the contrary:

DRL: “As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send

to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Add the following text and remove any text to the contrary:

DRL: "[CHARTER SCHOOL] 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 [CHARTER SCHOOL] to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at [CHARTER SCHOOL] and of the District. [CHARTER

SCHOOL] 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 [CHARTER SCHOOL] does not have that [CHARTER SCHOOL] needs in order to meet its obligations, the District shall provide the same to [CHARTER SCHOOL] in a reasonably timely manner upon request under Education Code section 47604.3.”

Add the following text and remove any text to the contrary:

DRL: “[CHARTER SCHOOL] will 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.”

Add the following text and remove any text to the contrary:

DRL: “[CHARTER SCHOOL] 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 and shall consult with the District regarding any such inquiries. [CHARTER SCHOOL] acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of [CHARTER SCHOOL] 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 [CHARTER SCHOOL] by law or charter provisions.”

Add the following text and remove any text to the contrary:

DRL: “Members of [CHARTER SCHOOL]’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.

[CHARTER SCHOOL] and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”

Add the following text and remove any text to the contrary:

DRL: “To the extent that [CHARTER SCHOOL] is a recipient of federal funds, including federal Title I, Part A funds, [CHARTER SCHOOL] 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. [CHARTER SCHOOL] agrees that it will keep and make available to the 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:

- 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.*

[CHARTER SCHOOL]also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”

Add the following text and remove any text to the contrary:

DRL: “EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School 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.”

Element 6

Add the following text and remove any text to the contrary:

DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

Element 8

Add the following text and remove any text to the contrary:

DRL: “DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery

and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.”

Element 9

Add the following text and remove any text to the contrary:

DRL: “In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year”*

Element 12

Add the following text and remove any text to the contrary:

DRL: “Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Add the following text and remove any text to the contrary:

DRL: “Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”

Element 14

Add the following text and remove any text to the contrary:

DRL: “Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District.

The complaint procedures will include the 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.

Charter School 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish 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.

Charter School will implement 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 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.”

DRL: “The staff and Governing Board members of [CHARTER SCHOOL] agree to attempt to resolve all disputes between the District and [CHARTER SCHOOL] regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and [CHARTER SCHOOL] except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Charter School, c/o School Director:
[CHARTER SCHOOL]
Oakland, CA*

*To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607*

(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 facts 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 shall have any such recourse available by law

Element 15

Add the following text and remove any text to the contrary:

DRL: “REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. *The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
2. *Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
3. *Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
4. *The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
5. *The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.*
6. *The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.*
7. *Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.*
8. *All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.*

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The students' school districts of residence*
4. *How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

1. *A description of the circumstances of the closure*
2. *The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. *Information on how to enroll or transfer the student to an appropriate school*
2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. *Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*
2. *Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.*
3. *Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure*

occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- 1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
- 2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
- 3. An assessment of the disposition of any restricted funds received by or due to Charter School.*

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted

accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- 1. Preliminary budgets*
- 2. Interim financial reports*
- 3. Second interim financial reports*
- 4. Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- 1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.*
- 2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.*
- 3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*

4. *The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which CharterSchool will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

REQUIRED NOTIFICATION TO DISTRICT

Add the following text and remove any text to the contrary:

DRL: “[CHARTER SCHOOL] shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves [CHARTER SCHOOL] without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. [CHARTER SCHOOL] 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).”

“[CHARTER SCHOOL] shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the [CHARTER SCHOOL] under its disciplinary procedure, as an “expulsion” under the Education Code.”

Add the following text and remove any text to the contrary:

“In the case of a special education student, or a student who receives 504 accommodations, [CHARTER SCHOOL] 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.”

FACILITIES

Add the following text and remove any text to the contrary:

DRL: “If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The*

District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
 - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*
 - (ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*
- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*
 - (i) *Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and*
 - (ii) *Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.*
- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*
 - (i) *Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an*

alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. 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 outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning

codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

DRL: “If Charter School] 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 OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School] shall provide 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, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School 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 OCS and/or the local planning department or equivalent agency.

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.”

ADMINISTRATIVE SERVICES

Add the following text and remove any text to the contrary:

DRL: “The District may charge for the actual costs of supervisorial oversight of [CHARTER SCHOOL] not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if [CHARTER SCHOOL] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

Add the following text and remove any text to the contrary:

DRL: “[CHARTER SCHOOL] must submit its renewal petition to the 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...”

Add the following text and remove any text to the contrary:

DRL: “The District may revoke the charter of [CHARTER SCHOOL] 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.

Add the following text and remove any text to the contrary:

DRL: “[CHARTER SCHOOL] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *[CHARTER SCHOOL] is subject to District oversight.*
- *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 [CHARTER SCHOOL].*
- *The District is authorized to revoke this charter for, among other reasons, the failure of [CHARTER SCHOOL] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit [CHARTER SCHOOL] books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in 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.*

[CHARTER SCHOOL] 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 [CHARTER SCHOOL]. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.

In addition, if an allegation of waste, fraud or abuse related to [CHARTER SCHOOL] operations is received by the District, [CHARTER SCHOOL] shall be expected to cooperate with any investigation undertaken by the 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 [CHARTER SCHOOL] by law or charter provisions.”

FISCAL MATTERS

Add the following text and remove any text to the contrary:

DRL: “Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- *Charter School is subject to District oversight.*
- *The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*

- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Add the following text and remove any text to the contrary:

[Charter School/District] shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.”