RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT

Resolution No. 1112-0141

DENYING ARISE HIGH SCHOOL – PETITION AND PROPOSED CHARTER (RENEWAL)
AND
WRITTEN FINDINGS OF SUPPORT THEREOF

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code Section 47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in education Code Section 47605(b)(5)(A)-(Q), as well as the affirmations and other requirements set forth in Education Code Section 47605; and

WHEREAS, Title 5, Section 11967.5 of the California Code of Regulations ("Regulations") contains the State Board of Education's adopted criteria for the required elements for a charter petition as set forth in Education Code Section 47605(b) and although these criteria for the State Board of Education's use in reviewing charter petitions are not binding on school districts they may provide instructive guidelines for school districts' review of charter petitions; and

WHEREAS, Education Code Section 47607(a)(2) provides that renewals of charter petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed; and

WHEREAS, a governing board may deny a petition to renew a charter school if it makes written findings to support any of the following under Education Code Section 47605(b): (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 an affirmation of each of the

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conditions described in Education Code Section 47605, subdivision (d); and (4) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(Q); and

WHEREAS, Education Code Section 47607(b) provides that a charter school that has been in operation for at least four years shall meet at least one of four specified performance criteria prior to receiving a charter renewal; and

WHEREAS, ARISE High School is a charter school that began operating in 2007 and is in its fifth year of operation; and

WHEREAS, on or about October 26, 2011 the District received a petition to renew the charter for ARISE High School ("Petition"), a public charter school serving grades 9-12 with an approximate enrollment of 239 students in grades 9-12 during the 2011-2012 school year; and

WHEREAS, on or about November 21, 2011, the Board held a public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, the Board of Education, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 60 days of submission, unless, as in this instance, the timeline is extended by agreement to no more than 90 days;

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Governing Board of the Oakland Unified School District that the renewal petition be DENIED because as provided in Education Code Section 47605(b)(1) and (2), ARISE High School presents an unsound educational program for the pupils enrolled in the charter school and is demonstrably unlikely to successfully implement the program set forth in the petition. The specific findings supporting the decision are enumerated below:

1. ARISE High School has met only one of the specified performance criteria that Education Code Section 47607(b) requires charter schools that have been in operation for at least four years to meet prior to receiving a charter renewal, as follows:

    a. ARISE High School met its API Growth Target in the prior year; in two of the last three years; and in the aggregate of the prior three years as a result of a large gain in 2010-2011.

    b. ARISE High School's statewide rank on API was 1 in each year for which a statewide rank was calculated by the California Department of Education.

    c. ARISE High School's similar schools rank on API was 1 in each year for which a similar schools rank was calculated by the California Department of Education.

2. The school opened in 2007. In 2008 the school API performance score was 487. As of 2011, the school API performance score was 569. From 2008 to 2011 the school has grown its API by 82 points. The school's API score increased modestly from 2007-2008 to 2008-2009, then declined before making a substantial gain in 2010-2011.

3. The school has not demonstrated consistent growth in student CST performance in English Language Arts and mathematics over the past four years.

4. The school met its AYP targets in only one (1) of the past four years and is currently in its second year of Program Improvement.

5. From 2008 to 2011 the school did not increase proficient and advanced levels ELA or math.

6. CAHSEE 10th grade pass rates increased in the 2010-2011 academic year, but still lag behind other charter and district high schools.

7. In comparison with District and charter schools, ARISE consistently ranks low across multiple standardized performance measures, including measures of student readiness for college.

8. Student retention at ARISE from year to year is not strong, with the result that the school does not graduate to college a high percentage of its incoming 9th and 10th grade students.

9. In addition, the Charter Renewal Staff Report prepared by District staff found the following:
    a. The school is not addressing gaps in basic skills in a strategic and systematic way.
    b. The school has not had a plan to use data to drive instructional improvement.
    c. The governing board recognizes the need to make changes to ensure the school's long-term financial sustainability, but has not yet taken specific steps to reduce overhead costs.
    d. Systems for ensuring compliance with federal program requirements (McKinney-Vento Act, Title I) are not well-established.
    e. Compliance with teacher credential requirements has been inconsistent and systems to monitor teacher credentials are under-developed.

The findings contained in the January 11, 2012 staff report are incorporated by reference into this resolution.

THE BOARD HEREBY FINDS that ARISE High School has not met the performance requirements of Education Code Section 47607(b)(1) and (2) to qualify for renewal and that under Education Code Section 47605(b):

1. The Petition presents an unsound educational program for the pupils to be enrolled in the Charter School; and

2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

The Board is therefore compelled to deny the Petition under the provisions of the Charter Schools Act. The Petition is hereby denied.

PASSED AND ADOPTED on January 11, 2012, by the Governing Board of the Oakland Unified School District by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENCES:

      I declare under penalty of perjury that the foregoing resolution was duly passed and adopted at a Regular Meeting of the Governing Board on the date and by the vote stated.

                                    _____

                                      Edgar Rakestraw, Jr.
                                      Secretary of the Governing Board
                                      Oakland Unified School District

File ID Number: __11-2955__
Introduction Date: __10/26/11__
Enactment Number: _____
Enactment Date: _____
By:

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent
1025 Second Avenue, Room 301
Oakland, CA 94606
Phone (510) 879-8200
Fax (510) 879-8800

TO: Board of Education

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

DATE: January 11, 2012

RE: ARISE High School
Charter Renewal Request

Legislative File
File ID No.: 11-2955
Introduction Date: October 26, 2011
Enactment No.:_____
Enactment Date:_____
By:_____

ACTION REQUESTED:

Deny ARISE High School's charter renewal because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have not met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably unlikely to successfully implement the program as set forth in the petition.
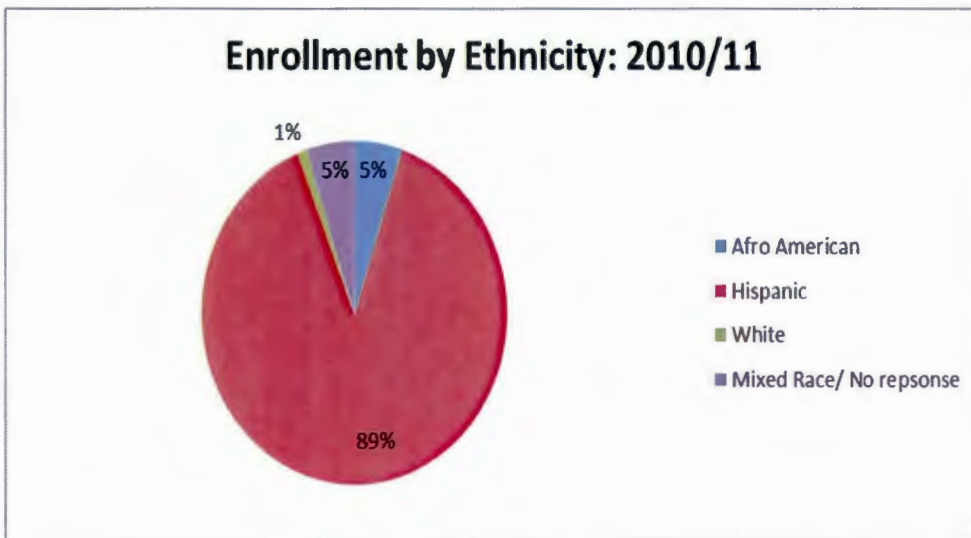
BACKGROUND:

I. School Description and Key Program Elements:

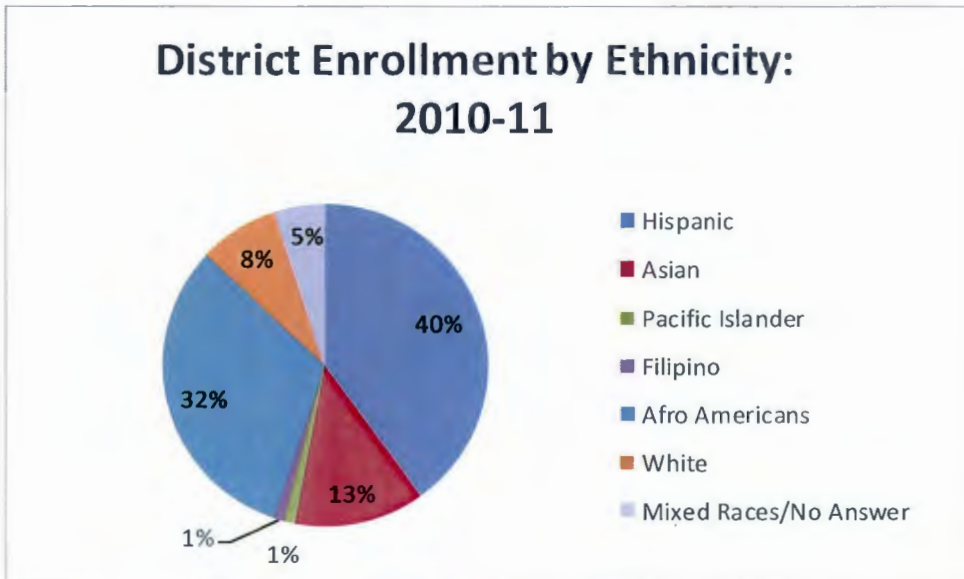|			
Opening Year	2007	**Grades**	9-12
Term Approval	7/1/2007	**Attendance Area**	Fremont
Renewal Date	6/30/2012	**Board District**	5
Term	First	**Funding**	Direct-Funded
CMO School	No	**Program Improvement**	Year 1 (second year; initial 2010-2011)

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

YEAR	2007-08	2008-09	2009-10	2010-11	2011-12
GRADES	9-12	9-12	9-12	9-12	9-12
ENROLL	95	163	190	216	239

The school's enrollment demographics are as follows:

Enrollment by Ethnicity: 2010/11

1%
5% 5%

89%

- Afro American
- Hispanic
- White
- Mixed Race/ No repsonse

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

District Enrollment by Ethnicity: 2010-11

5%
8%
40%
32%
13%
1%
1%

- Hispanic
- Asian
- Pacific Islander
- Filipino
- Afro Americans
- White
- Mixed Races/No Answer

ARISE High School	2007-08	2008-09	2009-10	2010-11	2011-12
Free & Reduced Lunch *	80%	77%	68%	81%	85%
Special Education	1%	1%	2%	5%	7%
English Language Learners	86%	85%	70%	74%	83%

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

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

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

Program Summary

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

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

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

Our team believes that students learn best when teachers practice authentic and active pedagogy that requires students to construct their own knowledge and apply their learning.

Key strategies include:

- Learning expeditions: In-depth, interdisciplinary, standards-based investigations of a theme using project-based learning
- Active pedagogy: Active and engaging teaching and learning that is hands-on and makes the content come alive
- Service learning and community-based learning: Students are involved in projects in their communities, learn by doing, and have meaningful, relevant, yet standards-based experiences outside of the school's walls
- Differentiated instruction: Students learn in heterogeneous (and fully inclusive) classrooms that allow them to progress even when that improvement has as many different starting points as there are students
- Student-driven projects and inquiry: Students can follow their "passions", pursue topics, and produce projects of their choosing within the context of appropriate scaffolding

  teachers being trained in literacy instruction and seeing themselves as literacy teachers.
- Clear, achievable expectations around college: All students will take college- prep courses and will receive college counseling and preparation in an environment where it is expected that everyone will attend college.

Mid-Term Site Visit Report

A Mid-Term Site Visit was conducted for ARISE High School in the spring of 2010 (reported dated May 17, 2010 by Hollis M. Pierce, Ed.D.). With respect to the three (3) renewal criteria evaluating the soundness of the educational program, it concluded as follows:

1) Improving Student Achievement: This aspect of the school is underdeveloped.
2) Strong Leadership: This aspect of the school is proficient.
3) Focus on Continuous Improvement: This aspect of the school is underdeveloped.

4) GOVERNING LAW:

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

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

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

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

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

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

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

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

## II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

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

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

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:
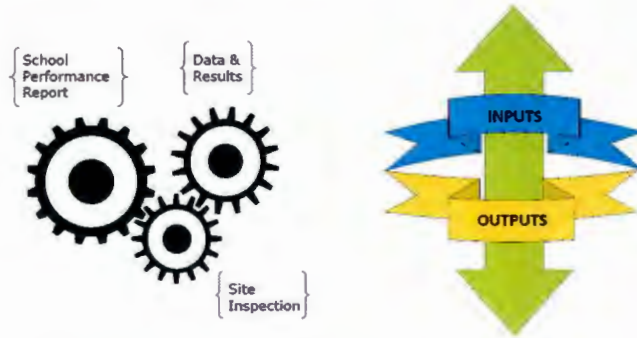
ANALYZING A CHARTER SCHOOL'S PERFORMANCE FOR THE PURPOSES OF RENEWAL:
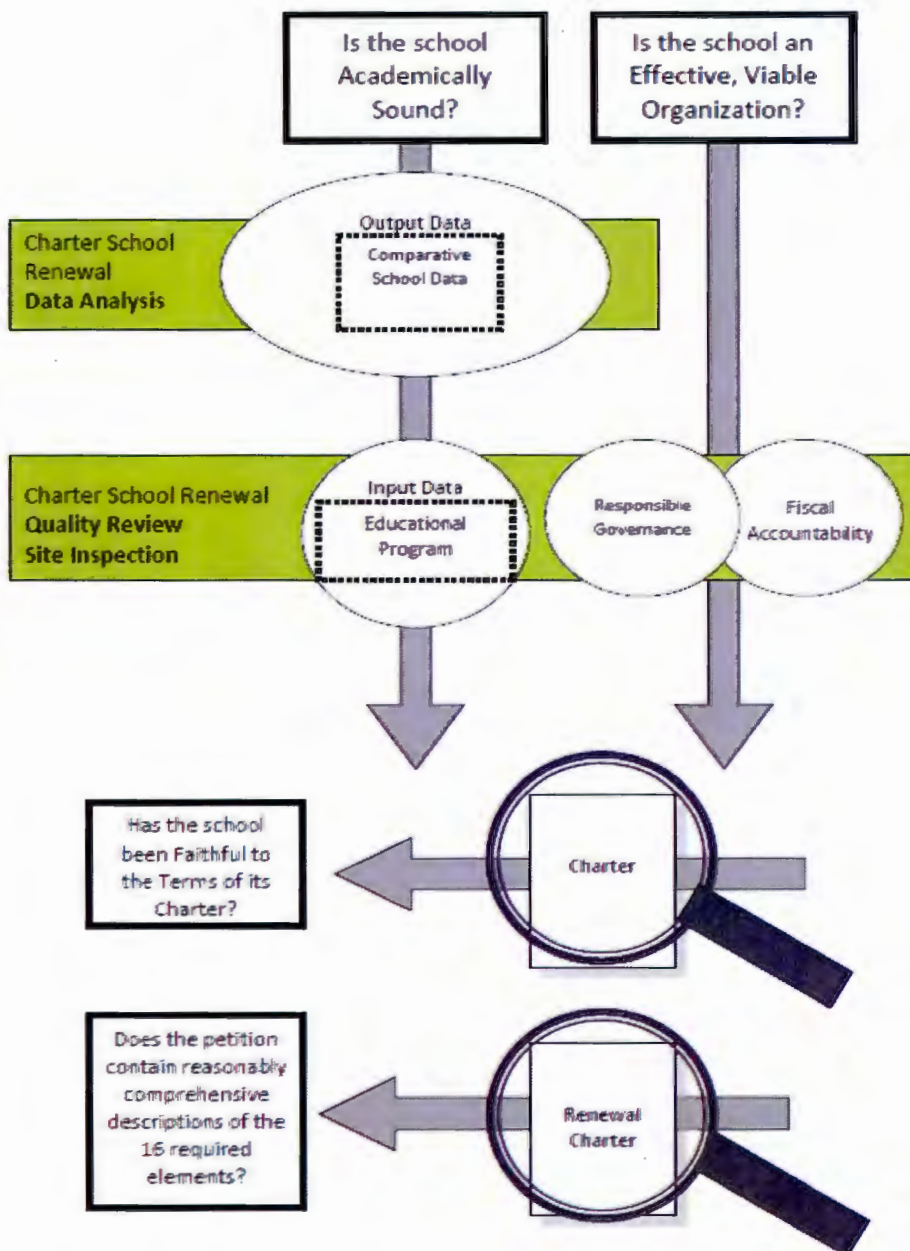
*See Attachment II for an analysis of the school's renewal petition.

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 1: Is the school academically sound?

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

| Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	Status
Of 9th, 80% grad w/in 5yrs	Grad checklist	80%	NA	NA	NA	Unavailable; some are currently in their 5th year	Not met
90% improve stand. Tests	Standardized tests	90%	NA	Uploading our longitudinal data into Data Director to calculate this MPO. Will submit before site visit.			No evidence of progress
100% grads pass CAHSEE	Grad checklist	100%	NA	NA	100%	100%	Met
100% grads surpass UC elig. req	Grad checklist	100%	NA	NA	100%	100%	Met
100% grads pass proficiencies	Grad checklist	100%	NA	NA	100%	100%	Met
100% grads take 2 college courses	Grad checklist	100%	NA	NA	100%	100%	Met
90% min attendance rate	Attendance reports	90%	92%	95%	96%	94%	Met
100% grads taken SAT/ACT	Grad checklist	100%	NA	NA	100%	100%	Met
100% grads do internships	Grad checklist	100%	NA	NA	100%	100%	Met
100% grads do 2 outside of school exp.	Grad checklist	100%	NA	NA	100%	100%	Met
Meet AYP goal/Exceed API of OUSD similar populations	AYP goal/API similar OUSD populations	Meet/Exceed	NA	Yes/No	Yes/No	Yes/Yes	Not met (see staff analysis below)
100% assessed on Habits of Mind & Heart	Report cards	100%	100%	100%	100%	100%	Met
85% student & family satisfaction	Surveys	85%	NA	93%	94%	73%	Significant progress toward meeting
90% grads matriculate to 4yr college	Grad checklist	90%	NA	NA	87.5%	100% accepted; not all colleges have begun fall term yet.	Not met

STAR Testing Performance, API Results, & AYP Results

CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2008	17%
2009	13%
2010	17%
2011	16%
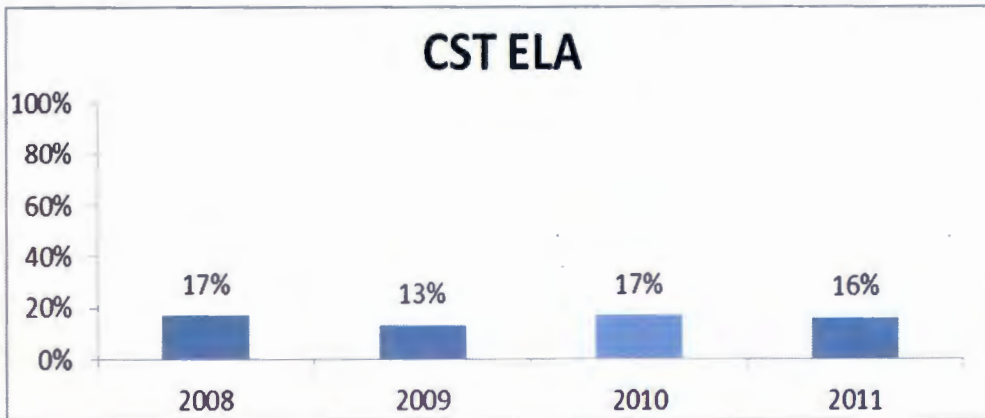
CST Mathematics (Performance Over Time)

YEAR	Prof./Adv.
2008	4%
2009	3%
2010	4%
2011	8%
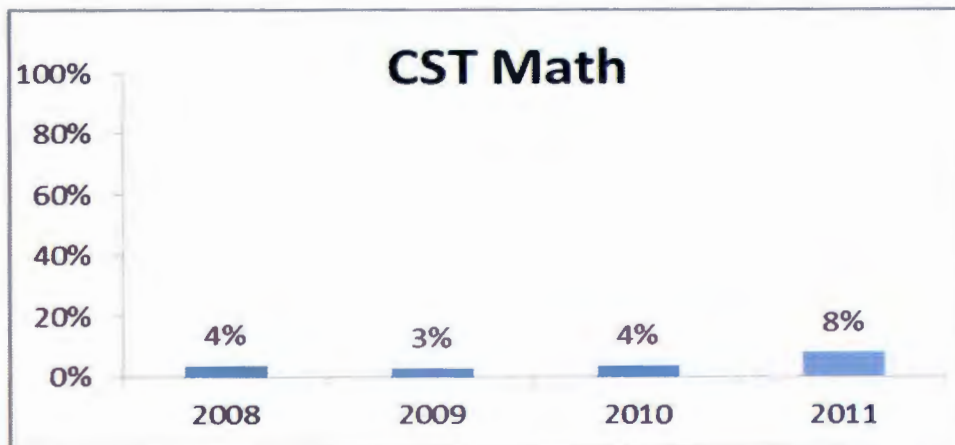
API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2008	487		
2009	507	1	1
2010	484	1	1
2011	569	1	1
GROWTH	82 pts		
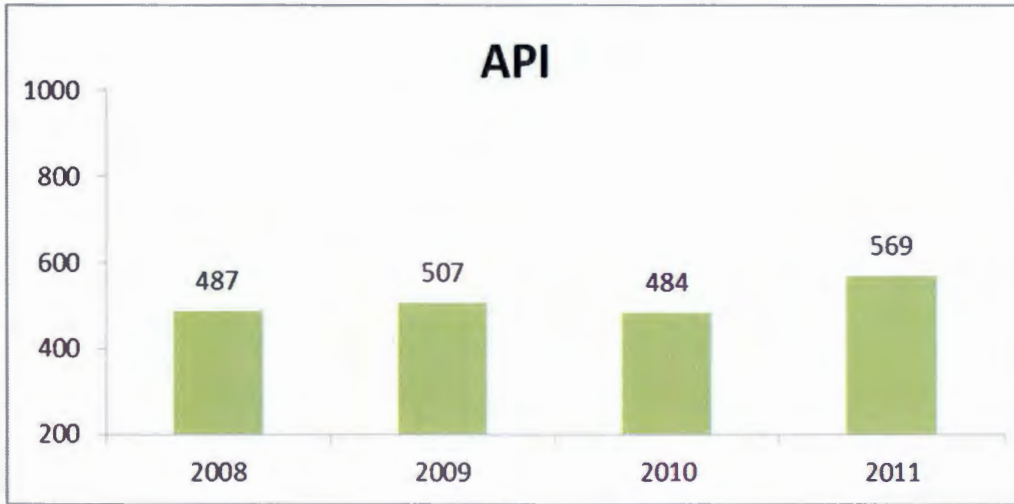
2010-2011 API SUBGROUP DATA

	API Score
Schoolwide	**569**
Black or African American	**N/A**
Asian	**N/A**
Hispanic or Latino	**469**
Socioeconomically Disadvantaged	**N/A**
English Learners	**526**

AYP (Performance Over Time)

	2008	2009	2010	2011
AYP Met?	NO	NO	NO	YES
AMO's	85%	67%	40%	100%

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

	English-Language Arts			Mathematics		
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient
Schoolwide	47	17	36.2	48	21	43.8
Black or African American	1	-	-	1	1-	-
Asian	0	--	--	0	--	--
Hispanic or Latino	42	15	32.7	43	21	48.8
Socioeconomically Disadvantaged	39	14	35.9	39	16	41.0
English Learners	11	2	18.2	11	4	36.4

Comparison Measure: **API**
  ➤ **Similar Grades Served: 9-12**

API

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
American Indian Public High	9-12	958	946	976	964
Oakland Charter High	9-12	939	955	961	938
Lighthouse Community Charter High	9-12	681	726	758	794
Oakland Unity High	9-12	624	677	698	735
LPS College Park	9-12	596	554	617	605
East Oakland Leadership Academy High	9-12	NA	657	633	593
ARISE High	**9-12**	**487**	**507**	**484**	**569**

OUSD DISTRICT SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
Skyline High	9-12	657	667	–	665
LIFE Academy	9-12	635	659	662	658
Oakland High	9-12	629	633	648	652
East Oakland School of the Arts	9-12	481	554	535	614
Media College Preparatory	9-12	521	600	620	613
College Preparatory and Architecture Academy	9-12	606	582	606	613
Leadership Preparatory High	9-12	523	516	527	584
ARISE High	**9-12**	**487**	**507**	**484**	**569**
Business and Information Technology High	9-12	528	527	511	544
Mandela High	9-12	529	557	537	539
McClymonds High	9-12	552	544	530	519
YES, Youth Empowerment	9-12	537	535	523	446
Oakland International High	9-12	301	354	376	389

CST-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
American Indian Public High	9-12	92%	96%	97%	94%
Oakland Charter High	9-12	93%	95%	91%	87%
Lighthouse Community Charter High	9-12	30%	35%	53%	52%
Oakland Unity High	9-12	21%	25%	30%	31%
East Oakland Leadership Academy High	9-12	-	44%	20%	22%
LPS College Park	9-12	13%	18%	22%	17%
ARISE High	**9-12**	**17%**	**13%**	**17%**	**16%**

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
Skyline High	9-12	39%	38%	43%	43%
LIFE Academy	9-12	18%	25%	27%	27%
Media College Preparatory	9-12	10%	20%	21%	26%
East Oakland School of the Arts	9-12	13%	13%	17%	25%
Leadership Preparatory High	9-12	8%	8%	11%	18%
College Preparatory and Architecture Academy	9-12	13%	18%	22%	17%
Business and Information Technology High	9-12	11%	10%	9%	17%
ARISE High	**9-12**	**17%**	**13%**	**17%**	**16%**
Mandela High	9-12	11%	10%	13	13%
YES, Youth Empowerment	9-12	17%	14%	9%	6%
Oakland International High	9-12	1%	0%	0%	1%
Oakland High	9-12	29%	30%	34%	0%

Comparison Measure: **CST MATH**

➢ **Similar Grades Served: 9-12**

CST-MATH

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
American Indian Public High	9-12	75%	86%	96%	92%
Oakland Charter High	9-12	86%	87%	89%	86%
Lighthouse Community Charter High	9-12	3%	16%	19%	34%
Oakland Unity High	9-12	2%	3%	6%	17%
LPS College Park	9-12	10%	8%	8%	10%
East Oakland Leadership Academy High	9-12	-	13%	0%	9%
ARISE High	**9-12**	**4%**	**3%**	**4%**	**8%**

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
College Preparatory and Architecture Academy	9-12	10%	8%	8%	19%
Oakland High	9-12	16%	15%	21%	17%
LIFE Academy	9-12	13%	15%	13%	15%
Skyline High	9-12	14%	13%	18%	13%
ARISE High	**9-12**	**4%**	**3%**	**4%**	**8%**
East Oakland School of the Arts	9-12	1%	4%	5%	7%
Media College Preparatory	9-12	2%	2%	1%	4%
Mandela High	9-12	5%	6%	9%	4%
Oakland International High	9-12	7%	2%	0%	4%
Leadership Preparatory High	9-12	1%	3%	4%	3%
Business and Information Technology High	9-12	2%	4%	4%	1%
YES, Youth Empowerment	9-12	1%	3%	3%	1%

  ➢ **Similar Grades Served: 9-12**

CAHSEE-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing (most recent year)

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
American Indian Public High	9-12	100%	100%	100%	100%
Oakland Charter High	9-12		100%	100%	100%
Lighthouse Community Charter High	9-12	73%	88%	80%	93%
Oakland Unity High	9-12	68%	79%	80%	87%
East Oakland Leadership Academy High	9-12	-	-	65%	73%
LPS College Park	9-12	55%	33%	62%	69%
ARISE High	**9-12**	**57%**	**57%**	**33%**	**54%**

OUSD DISTRICT SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing (most recent year)

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
Skyline High	9-12	75%	79%	75%	77%
LIFE Academy	9-12	79%	63%	71%	72%
Oakland High	9-12	65%	71%	65%	70%
East Oakland School of the Arts	9-12	33%	71%	51%	67%
Leadership Preparatory High	9-12	53%	52%	49%	67%
Media College Preparatory	9-12	57%	53%	74%	59%
College Preparatory and Architecture	9-12	53%	63%	61%	52%
ARISE High	**9-12**	**57%**	**57%**	**33%**	**54%**
Mandela High	9-12	44%	53%	52%	52%
YES, Youth Empowerment	9-12	61%	52%	45%	47%
Business and Information Technology High	9-12	40%	49%	48%	42%
Oakland International High	9-12	6%	14%	5%	5%

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

➢ **Similar Grades Served: 9-12**

CAHSEE-Math

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing (most recent year)

School	Grades	Math 08	Math 09	Math 10	Math 11
American Indian Public High	9-12	100%	100%	100%	100%
Oakland Charter High	9-12		100%	100%	100%
Lighthouse Community Charter High	9-12	78%	94%	88%	98%
Oakland Unity High	9-12	83%	83%	80%	84%
ARISE High	9-12	57%	42%	43%	69%
East Oakland Leadership Academy High	9-12	-	-	65%	60%
LPS College Park	9-12	53%	56%	70%	56%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing (most recent year)

School	Grades	Math 08	Math 09	Math 10	Math 11
LIFE Academy	9-12	71%	65%	73%	82%
Skyline High	9-12	69%	75%	76%	74%
Oakland High	9-12	74%	75%	65%	73%
ARISE High	9-12	50%	54%	36%	69%
College Preparatory and Architecture	9-12	74%	65%	68%	68%
East Oakland School of the Arts	9-12	33%	52%	45%	59%
Media College Preparatory	9-12	58%	59%	61%	54%
Leadership Preparatory High	9-12	53%	34%	44%	49%
Mandela High	9-12	49%	65%	49%	47%
YES, Youth Empowerment	9-12	42%	47%	32%	47%
Business and Information Technology High	9-12	57%	48%	43%	37%
Oakland International High	9-12	29%	35%	38%	26%

➢ The school has **not demonstrated consistent growth in student CST performance** in English Language Arts and mathematics over the past four years;

➢ The school opened in 2007. In **2008** the school API performance score was **487**. As of **2011**, the school API performance score was **569**. From **2008 to 2011** the school has grown its API by **82** points. The school's API score increased modestly from 2007-2008 to 2008-2009, then declined before making a substantial gain in 2010-2011.

➢ The school **met** its AYP targets in **only one (1) of** the past four years and is currently in its second year of program improvement.

➢ From **2008 to 2011** the school **did not increase** proficient and advanced levels ELA or math.

➤ CAHSEE 10th grade pass rates increased in the 2010-2011 academic year, but still lag behind other charter and district high schools.

Additional Data
➤ **Student Enrollment by Grade (CDE data)**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
9th Grade	63	62	65	76	78
10th Grade	32	59	62	54	64
11th Grade	0	42	43	54	62
12th Grade	0	0	20	32	32

➤ **Student Retention (data provided by ARISE)**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 (to date)
# enrolled on CBEDS day (per CDE)	95	163	190	216	236
# of students departing before end of academic year	4	34	50	38	5
# Graduating at end of school year	0	0	19	23	N/A
# of students departing at end of school year and not returning	17	23	11	13	N/A
% of enrolled students not returning (total departing over enrollment)	22%	35%	42%	34%	N/A

➤ **Cohort Outcome Data 2009-2010 (CDE data)**

Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Still Enrolled Rate
ARISE High School	37	17	46.0%	14	37.8%	16.2%
OUSD District-wide	3,179	1,696	53.4%	1,176	37.0%	8.4%

➤ **Cohort Outcomes Analysis 2010-2011 (data provided by ARISE)**

	Still Enrolled ARISE	Graduated from ARISE	Graduated from Another HS	Still Enrolled Another HS	Dropped Out	Status Unknown
Total 73	14 19.2%	16 21.9%	12 16.4%	4 5.5%	4 5.5%	23 31.5%

➤ **Outcomes for Graduating Students (data provided by ARISE)**

12th Grade Students	2009-2010	2010-2011
Total enrolled in 12th grade (CBEDS day - October)	20	32
# graduated	17	19
# left before end of school year	1	4
# retained	2	9
# accepted to 4-year college	19	25
# enrolled in 4-year college for fall after graduation	18	21
# enrolled in 2-year college for fall after graduation		1
# enrolled in other post-secondary (trade school, etc.)	1	
# graduating, but not enrolled in post-secondary program for fall after graduation		
# completing first year of college (4-year or 2-year)	12	15

ARISE High School – Early Assessment Program Results	2009	2010
Readiness for College English – % Ready	0%	0%
Readiness for College English – % Did Not Demonstrate Readiness	100%	100%
EAP Readiness for College Mathematics (Algebra II) - % Ready	0%	0%
EAP Readiness for College Mathematics (Algebra II) - % Ready Conditional	0%	4%
EAP Readiness for College Mathematics (Algebra II) - % Did Not Demonstrate Readiness	100%	96%

SAT School Level Scores 2009-2010	Critical Reading Average	Math Average	Writing Average
ARISE High School	382	401	399
OUSD - District	419	440	421

➤ Characteristics of the Student Population

2010-2011 CDE Data	Free/Reduced Lunch	English Learners
ARISE High School	77.7%	48.1%
Fremont: Mandela	58.6%	26.2%
Fremont: Media	84.9%	20.1%
Fremont: Architecture	81.1%	46.7%
OUSD Overall	70.3%	26.0%

Other Characteristics of ARISE Student Population (Student Self-report Survey, Nov/Dec 2011)	%
Students asked to leave previous school	9%
Students retained prior to attending ARISE	19%
Students involved in juvenile justice system	10%
Current or previous foster care youth	1%

Although graduating seniors at ARISE High School have continued on to college at a high rate, the percentage of entering 9th grade students who have stayed to graduate is low. In addition, standardized indicators of college readiness suggest that the students graduating from ARISE are not well-prepared to succeed in college. In its public hearing presentation, ARISE suggested that one explanation for its results may be that their students experience greater life challenges than their peers in comparison schools. While ARISE has a higher percentage of students eligible for free/reduced lunch and a larger percentage of English learners than the District as a whole, these levels are not significantly higher than Fremont High, which is the district high school that most ARISE students would otherwise attend. Some students at ARISE also have come to the school deficient in credits or having been expelled from other schools; some have also been in the juvenile justice system. However, these factors are not disproportionate within the District and they are not sufficient to make the school eligible for the Alternative Schools Accountability Model (ASAM), which would exempt ARISE from the standard measures in the state's academic accountability system. For ARISE to be eligible for ASAM, at least 70 percent of the school's total enrollment must be comprised of high-risk groups to be eligible for ASAM. The high risk groups include students who are expelled, suspended for more than 10 days in a school year, wards or dependents of the court, pregnant and/or parenting, recovered drop-outs, habitually truant (per SARB), and retained more than once in kindergarten through 8th grade.

Site Inspection
The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **September 21 and 22, 2011** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:
➤ The school provides extensive support for student college planning and application preparation.

- There is a strong teacher connection with and caring for students, and a willingness to go beyond to help.
- The school's safe and secure environment is recognized and appreciated parents and students.
- There is a strong, recent focus on data-driven instructional improvement.
- There is a clear effort put into creating and developing engaging, culturally relevant curricula.

Challenges:
- The school has low performance on standardized measures relative to similar local schools.
- The school is not addressing gaps in basic skills in a strategic and systematic way.
- The school has not had a plan to use data to drive instructional improvement until its recent efforts associated with a federal grant (Teacher Incentive Fund).

Renewal Standard I:

Based on an analysis of ARISE High School's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed **not an academic success** for the purposes of renewal.

The school has not met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter.

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **September 21 and 22, 2011** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:
➢ There is commitment of the Board to school improvement, community connection, and Board development.
➢ The range and extent of community partnerships serve the wide range of student needs.

Challenges:
➢ The governing board recognizes the need to make changes to ensure the school's long-term financial sustainability, but has not yet taken specific steps to reduce overhead costs.
➢ Systems for ensuring compliance with federal program requirements (McKinney-Vento Act, Title I) are not well-established.
➢ Compliance with teacher credential requirements has been inconsistent and systems to monitor teacher credentials are under-developed.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of ARISE High School's Fiscal Accountability and Governance over their recent charter term included:

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

Renewal Standard II:

Based on this analysis, the school is deemed **NOT an effective, viable organization** for the purposes of charter renewal. Board has not had in place structures and practices to hold leadership accountable for measurable pupil outcomes. Systems for collection and analysis of data have been put in place belatedly. Financial monitoring and management practices have not produced accurate, on-time reporting nor have they supported the board in managing cash flow. Combined with the evaluation of the education program above, the evidence demonstrates that the school is *demonstrably unlikely to successfully implement the program as set forth in the charter petition.*

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

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

The major features of the program, governance and operations described in the charter were followed. However, there were some areas in which the school was not consistently faithful to the terms of its charter. Evidence indicates that the school has not adhered to the following terms of its charter:
   o   Failure to ensure that all teachers are appropriately credentialed
   o   Failure to use performance data consistent with charter terms

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

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

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Required signatures	☐	☒	E.C. § 47605(a)(1)	Sufficient teacher signatures were provided.
Affirmations and assurances	☐	☒	E.C. § 47605(d)	Complete
Description of the educational program of the school, including what it means to be an "educated person" in the 21ˢᵗ century and how learning best occurs.	☐	☒	E.C. § 47605(b)(5)(A)	Program description includes updated overview acknowledging challenges.
Measurable pupil outcomes	☐	☒	E.C. § 47605(b)(5)(B)	
Method by which pupil progress is to be measured	☐	☒	E.C. § 47605(b)(5)(C)	Expanded assessments
Governance structure	☐	☒	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	☐	☒	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	☐	☒	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	☐	☒	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	☐	☒	E.C. § 47605(b)(5)(H)	Admission preferences include priority for students who would be first in their families to attend college.
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	☐	☒	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	☐	☒	E.C. § 47605(b)(5)(J)	Generally consistent with Education Code; sufficient due process protection.
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security	☐	☒	E.C. § 47605(b)(5)(K)	
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	☐	☒	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	☐	☒	E.C. § 47605(b)(5)(M)	

Dispute resolution procedure for school-authorizer issues related to the charter.	☐	☒	E.C. § 47605(b)(5)(N)	
Statement regarding exclusive employer status of the school	☐	☒	E.C. § 47605(b)(5)(O)	
Procedures for school closure	☐	☒	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	☐	☒	E.C. § 47605(g)	Petition states that school intends to remain at current location; no relocation to district facility.
Manner in which administrative services are to be provided	☐	☒	E.C. § 47605(g)	
Potential civil liability effects	☐	☒	E.C. § 47605(g)	
Proposed first year operational budget	☐	☒	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	☐	☒	E.C. § 47605(g)	Budget projection; no cash flow analysis provided.

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

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **deny** the charter renewal petition for ARISE High School, because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Quality Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals. The petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition, as evidenced by the findings outlined within this report. The current charter will expire on June 30, 2012, serving as the effective closure date of the school.

If the charter renewal request is denied, staff will coordinate leadership within various departments within the District that are prepared to mobilize in support of ensuring that ARISE High School students can be provided quality school alternatives. These would include both District and charter school options.

The Office of Charter Schools, in collaboration with the Student Assignment Office, is prepared to enlist in a collaborative effort with the ARISE High School community to personalize and individualize the needs of ARISE students and their families in the transition to a new school option for the 2012-2013 school year.

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.**

Criterion 1: Improving Student Achievement

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

	The criteria for making judgments on the quality of Improving Student Achievement	Score	Comments
1.1	Demonstrates high expectations for student achievement	3	Student achievement has been low, as measured by standard assessments; student work and classroom expectations are not rigorous
1.2	Provides a challenging and coherent curriculum for each individual student	2	Classroom expectations are low; curriculum emphasizes "depth over breadth" but without developing necessary skills
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	3	
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	3	
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	4	Small school characterized by strong, caring relationships between students and teachers
1.6	Productively engages parental and community involvement as a part of the school's student support system	4	Extensive support by community organizations
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	4	
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	3	

Criterion 2: Strong Leadership

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

	The criteria for judging the quality of Strong Leadership	Score	Comments
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4	Community outreach is strong
2.2	Consistently puts into practice the educational program outlined in its charter	3	
2.3	Generates and sustains a school culture conducive to staff professional growth	2	Professional development plan and adequate supports for new teachers have been lacking
2.4	Actively monitors and evaluates the success of the school's program	3	

	The criteria for judging the quality of Strong Leadership	Score	Comments
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer	3	
2.6	Treats all individuals with fairness, dignity and respect	4	
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	3	Understanding has improved, but there are concerns with McKinney-Vento Act, Title I, Title III and physical fitness testing compliance
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	4	
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3	Little evidence of differentiation strategies in the classroom; school has failed to meet AMAOs for Title III Accountability for English Learners for the past 2 years
2.10	Engages community involvement in the school	5	

Criterion 3: A Focus on Continuous Improvement

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

	The criteria for judging the quality of the Continuous Focus on Improvement	Score	Comments
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	2	Limited collection and analysis of student performance data observed
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	3	Use of NWEA MAP assessment only begun in current year (2011-2012)
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	2	
3.4	Uses student assessment results to improve curriculum and instruction	2	Changes in program limited, despite lack of growth in student achievement
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	2	

Criterion 4: Responsible Governance

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

	The criteria for judging Responsible Governance	Score	Comments

	The criteria for judging Responsible Governance	Score	Comments
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	4	
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	3	
4.3	Seek input from impacted stakeholders	4	
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	The school's applications to join the El Dorado County Office of Education Charter SELPA and become its own LEA for purposes of special education have been denied; school is supplementing OUSD SELPA services under a contract with Seneca
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	3	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	5	Students and parents appreciate the safe environment for their students within the neighborhood
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	3	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	3	
4.9	Maintains effective and active control of the charter school	3	While current board is involved and active in decision-making, this was not the norm earlier in the charter term
4.10	Abstains from any decision involving a potential or actual conflict of interest	4	
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	3	
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	3	Evaluation process not developed to hold leadership accountable; leadership structure diffuses responsibility for program improvement
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	2	No evidence of clear goal-setting for academic progress or systems to hold leadership accountable for results
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	4	

Criterion 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.

	The criteria for making judgments on Fiscal Responsibility	Score	Comments
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	2	Financial reports have been late and inaccurate; school financial condition is recovering from earlier challenges that threatened its sustainability
5.2	Conducts an annual financial audit which is made public	4	
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	3	
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	3	
5.5	Managing cash flow	2	Limited reserves meant school struggled to meet cash requirements when state revenue was deferred; school has returned to a positive fund balance
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	4	