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File ID Number	24-1940
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Enactment Number	24-1686
Enactment Date	9/23/2024 os

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date September 23, 2024

Subject Charter Renewal Decision Hearing – Aspire Lionel Wilson College Preparatory Academy

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Ask of the Board Vote

Background On December 14, 2016, the OUSD Board of Education voted to approve a five-year term for Aspire Lionel Wilson. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 1, 2024, Aspire Lionel Wilson submitted its renewal petition to OUSD. On August 28, 2024, the OUSD Board of Education held an Initial Public Hearing, where Aspire Lionel Wilson staff had the opportunity to present to the Board. In accordance with California Education Code, the OUSD Office of Charter Schools prepared a Staff Report which was posted publicly on September 6, 2024.

Aspire Lionel Wilson was placed in the Middle tier by the State and is consequently eligible for a 5 year term.

Discussion The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. A charter school must meet the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, a charter school is evaluated on the following renewal criteria:

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

Based on the analysis in the attached Staff Report, the OUSD Office of Charter Schools (OCS) Staff recommends **approval** on the basis that the school has adequately met each of the four renewal criteria.

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Fiscal Impact No direct fiscal impact.

Attachment(s)

- Governing Board Resolution No. 2425-0007
- Aspire Lionel Wilson - Renewal Staff Report
- Aspire Lionel Wilson - Renewal Staff Presentation
- Aspire Lionel Wilson - Charter School Presentation

RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT

Resolution No. 2425-0007

APPROVING CHARTER PETITION OF
ASPIRE PUBLIC SCHOOLS – ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY – GRADES 6-12
AND WRITTEN FINDINGS OF SUPPORT THEREOF

WHEREAS, the Charter Schools Act (Ed. Code §47600, et seq.) establishes the criteria by which charter school renewals are to be approved or denied; and

WHEREAS, Education Code Section 47605(c) 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, on July 1, 2024, the District received a renewal petition ("Petition") for Aspire Lionel Wilson College Preparatory Academy ("Aspire Lionel Wilson"), a public charter school currently serving 400 students in grades 6-12 and authorized to serve grades 6-12 with a maximum enrollment of up to 522 students at full enrollment; and

WHEREAS, the law outlines a three-tier system for most charter schools seeking renewal, including additional requirements for evaluating the soundness of the school's educational program depending on the school's renewal tier; and

WHEREAS, Aspire Lionel Wilson was placed in the Middle tier by the California Department of Education based on its State Dashboard data; and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes *all* of the following written factual findings, setting forth specific facts to support the findings:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. The closure is in the best interest of the pupils; and
3. The decision provided greater weight to performance on measurements of academic performance (if applicable); and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

A. Substantial fiscal or governance concerns; or

B. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.

And the chartering authority has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, AND the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

A. The corrective action proposed by the charter school has been unsuccessful; or
B. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, the Governing Board did not issue a notice to the charter school which set forth specific facts to support the above findings; and

WHEREAS, on August 28, 2024, the Governing Board held an initial public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, on September 23, 2024, the Governing Board held a decision public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, the Governing Board, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 90 days of submission, unless Petitioner agrees to an extension of up to 30 days;

NOW, THEREFORE, BE IT RESOLVED THAT THE GOVERNING BOARD OF THE OAKLAND UNIFIED SCHOOL HEREBY FINDS that Aspire Public Schools – Aspire Lionel Wilson College Preparatory Academy has met the requirements of Education Code Section 47605(c) and 47607(e) and the District's Charter Renewal Standards in that:

1) The Petition presents a sound educational program for the pupils to be enrolled in the Charter School; and
2) The Petitioners are demonstrably likely to successfully implement the program set forth in the Petition; and
3) The Petition has reasonably comprehensive descriptions of all required elements; and
4) The Charter School appears to be serving all students that wish to attend; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board that the Charter Petition of **ASPIRE PUBLIC SCHOOLS – ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY – GRADES 6-12 be and is hereby approved (renewed) for a term of five (5) years commencing July 1, 2025 and concluding June 30, 2030**.

PASSED AND ADOPTED by the Governing Board of the Oakland Unified School District this 23rd day of September, 2024, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: VanCedric Williams, Jorge Lerma, Clifford Thompson, Vice President Mike Hutchinson, President Benjamin Davis

NOES: Jennifer Brouhard, Valerie Bachelor

ABSTAINED: None

RECUSED: None

ABSENT: Maximus Simmons (Student Director), Michele Vasquez (Student Director)

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Governing Board of the Oakland Unified School District, held on September 23, 2024.

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OAKLAND UNIFIED SCHOOL DISTRICT

_____

Benjamin "Sam" Davis
President, Governing Board

_____

Kyla Johnson-Trammell
Superintendent and Secretary, Governing Board

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Renewal Petition Staff Report

Aspire Lionel Wilson College Preparatory Academy

September 23, 2024

School Overview

Aspire Lionel Wilson Preparatory Academy			
Charter Management Organization (CMO):	Aspire Public Schools	**Previous Renewal Year(s):**	2007, 2012, 2017
Year Opened:	2002	**Campus Address:**	400 105th Avenue, Oakland, CA 94603
Neighborhood:	Sobrante Park	**OUSD Attendance Area(s):**	Middle: Madison Upper High: Castlemont/CCPA/Madison
OUSD Board District:	7	**Current Enrollment:** [1]	400
Current Grades Served:	6-12	**Current Maximum Authorized Enrollment:**	522
Current Authorized Grades:	6-12	**5-Year Projected Enrollment**	409, 420, 440, 480, 522

Staff Recommendation

Staff recommends **APPROVAL** of the renewal petition for Aspire Lionel Wilson College Preparatory Academy ("Aspire Lionel Wilson" or "Charter School") for 5 years, beginning July 1, 2025, until June 30, 2030 to serve up to 522 students in grades 6-12 with a projected annual enrollment as outlined in the table above.

Summary of Findings:

Strengths	Challenges
• The school has had significant growth in 9-12 ELA SBAC proficiency between 2021-22 and 2022-23, with the majority of student groups outperforming the District in the most recent two years. • The graduation rate and A-G completion rates are very high, particularly in comparison to the District average. • There has been significant growth in the percentage of English Learner students making progress towards English language proficiency over the last two years. • Despite declining enrollment, the school remains at a sustainable size and is projected to continue to be financially stable.	• Middle school SBAC proficiency in both ELA and Math has been significantly below the District's post-pandemic average. • Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole, nor the diversity of OUSD schools in the comparison attendance area. The school serves a lower percentage of Black/African American students and English Learners than the OUSD average.

[1] Per first month statistical report submitted to OUSD (as of August 29, 2024)

Criteria for Evaluation and Procedural Background

Criteria for Renewal

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

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

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most[2] charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school's renewal petition based on the performance category, or "tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine the charter school's renewal tier. For a more detailed analysis of the Charter School's renewal tier, including analyses of each criterion and sub-criterion, please see Appendix A.

Figure 1: Aspire Lionel Wilson Renewal Tier Analysis

Criterion 1 *Performance level[3] on all schoolwide indicators*	Criterion 2a *Schoolwide status on all academic indicators[4] vs. respective state average*	Criterion 2b *Status on all academic indicators for eligible student groups vs. respective state average*	Final Renewal Tier
☐ **High Tier** if all are Green/High or Blue/Very High ☐ **Low Tier** if all are Red/Very Low or Orange/Low ☒ **Evaluate Criterion 2** if none of the above	☐ **Not applicable** if tier determined in Criterion 1 ☐ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average ☐ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average ☒ **Middle Tier** if none of the above		**MIDDLE TIER**

***Sources**: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer*

As indicated in Figure 1 above, the CDE placed[5] the Charter School in the Middle Tier. As discussed previously, there are additional criteria and conditions for evaluating the Charter School's petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

[2] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[3] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1. For more information, please see Appendix B.

[4] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

[5] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategorydf.asp

Figure 2: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: 1. *The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND* 2. *The closure is in the best interest of the pupils; AND* 3. *The decision provided greater weight to performance on measurements of academic performance (if applicable).* May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: A. *Substantial fiscal or governance concerns; or* B. *The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.* A chartering authority may only deny for either of the two reasons listed above only after it has provided **at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.** The chartering authority may deny renewal only by making either of the following findings: A. *The corrective action proposed by the charter school has not been successful; or* B. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*
Verified Data[6] *(Optional)*	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or* B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

***Source**: Education Code §47607.2(b)*

Procedure

1. The Charter School submitted a renewal petition to the District on July 1, 2024.
2. The OUSD review team conducted an interview with 3 members of the Aspire Governing Board on July 17, 2024, after all members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The OUSD review team conducted a site visit on August 21-22, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
4. The initial public hearing was held on August 28, 2024.
5. The review team conducted a review of the Charter School's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
6. Staff findings were made public by the 15-day posting requirement, which was September 8, 2024.
7. The decision public hearing is being held on September 23, 2024.

[6] Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: https://www.cde.ca.gov/sp/ch/verifdata.asp

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

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. As mentioned previously, for schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, graduation data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the Charter School.

A. School Performance Analysis

The District's School Performance Analysis ("SPA") was developed to serve as a tool for determining whether schools meet a minimum performance threshold on a variety of indicators based on the California School Dashboard and, if applicable, CORE Academic Growth[7]. For each indicator, the school may meet the threshold both (a) schoolwide, and (b) for an "equity" category consisting of a combination of historically underserved student groups. In order to be considered "Met", an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher *or* CORE Growth Level "Average" or higher (i.e., growth > 30th percentile)[8]. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, due to the impacts of the COVID-19 pandemic, colors were not assigned to indicators, so status level was used as a proxy for each. A summary of the SPA analyses for the 2021-22 and 2022-23 school years is shown below (for more information about the California School Dashboard Indicators and for the full SPA analyses, please see Appendix B). As shown in the table below:

- *Aspire Lionel Wilson has met the minimum performance threshold for both the 2021-22 and 2022-23 school years.*
- *From 2021-22 to 2022-23, Aspire Lionel Wilson saw an improvement in their schoolwide and equity Math performance. From 2021-22 to 2022-23, all four student groups went from a "Very Low" status level to "Orange".*
- *In 2022-23, Aspire Lionel Wilson's schoolwide and equity Chronic Absenteeism performance declined.*

Figure 3: School Performance Analysis (SPA) Summary – 2022 and 2023

Indicator	2022		2023	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met *Dashboard: Low*	Met *Dashboard: 2 of 4 student groups ≥ Low*	Met *Dashboard: Orange*	Met *Dashboard: 2 of 4 student groups ≥ Orange*
Math	Not Met *Dashboard: Very Low*	Not Met *Dashboard: 0 of 4 student groups ≥ Low*	Met *Dashboard: Orange*	Met *Dashboard: 4 of 4 student groups ≥ Orange*
English Learner Progress	Met *Dashboard: Low*	N/A	Met *Dashboard: Blue*	N/A

[7] The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors.

[8] In the 2022 Dashboard, "Very Low" corresponds with the lowest possible status for the academic indicators. However, for the Chronic Absenteeism and Suspension Indicators, "Very High" corresponds with the lowest possible status.

Suspension	Met *Dashboard: High*	Met *Dashboard: 2 of 4 student groups ≥ High*	Met *Dashboard: Green*	Met *Dashboard: 4 of 4 student groups ≥ Orange*
Chronic Absenteeism	Met *Dashboard: High*	Met *Dashboard: 2 of 3 student groups ≥ High*	Not Met *Dashboard: Red*	Not Met *Dashboard: 0 of 3 student groups ≥ Orange*
Graduation	Met *Dashboard: High*	Met *Dashboard: 2 of 2 student groups ≥ Low*	Met *Dashboard: Blue*	Met *Dashboard: 2 of 2 student groups ≥ Orange*
College/Career[9]	N/A	N/A	Met *Dashboard: Medium*	Met *Dashboard: 2 of 2 student groups ≥ Orange*
Total *To meet, school must meet >50% of schoolwide/equity indicators for each year.*	**Met** (Met 82%; 9 of 11)		**Met** (Met 93%; 13 of 14)	

***Source**: California School Dashboard; CORE Insights Dashboard*

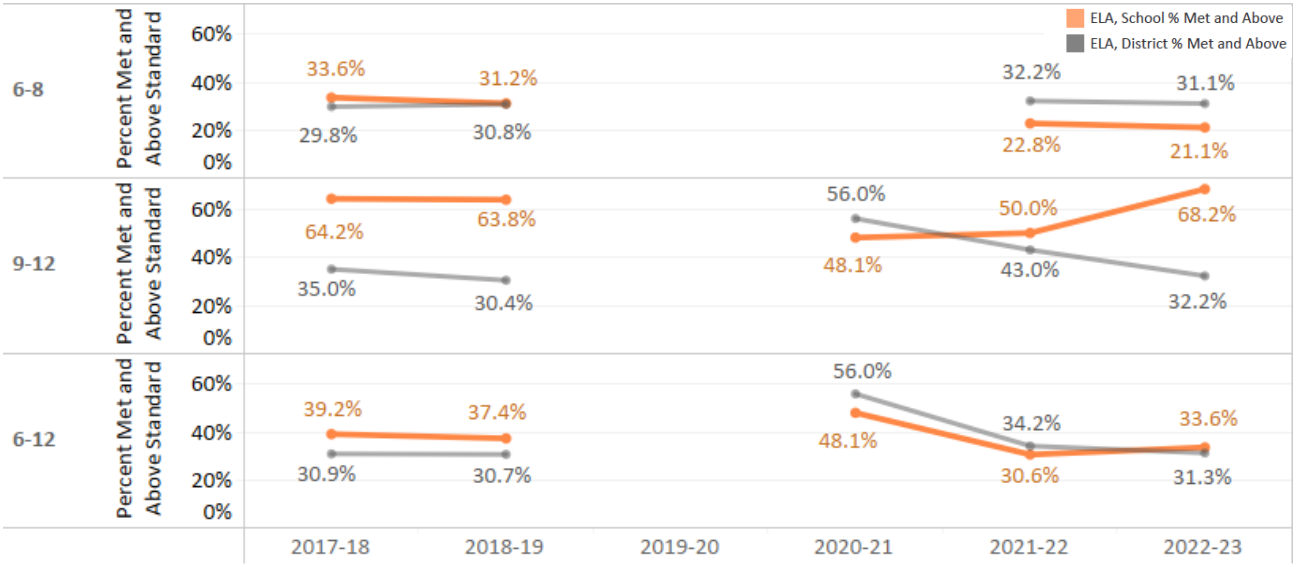
B. Schoolwide Academic Performance

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress ("CAASPP") Smarter Balanced Summative Assessments ("SBAC") are provided below. Specifically, the figures include results for both Aspire Lionel Wilson and OUSD (grades 6-12 only). As shown below:

- **ELA**
    - *Pre-pandemic, Aspire Lionel Wilson's 6-8 grade proficiency rates were similar to the District average. However, post-pandemic, the Charter School's proficiency rates for this grade span are notably lower than the District's proficiency rates. Specifically, in 2022-23, Aspire Lionel Wilson's 6-8 grade proficiency rate was 10 percentage points lower than the District average.*
    - *Aspire Lionel Wilson's 9-12 grade proficiency rates have been consistently higher than the District average for this grade span. In 2022-23, Aspire Lionel Wilson's 9-12 grade proficiency rate increased by approximately 18 percentage points, resulting in an average proficiency rate which was 36 percentage points higher than the District average.*
    - *The schoolwide, 6-12 grade, proficiency rates follow a similar trend to the OUSD 6-12 grade average.*

[9] Due to the COVID-19 pandemic, the College/Career Indicator was not reported in the 2022 California School Dashboard. Therefore, the indicator was not assigned a color in the 2023 California School Dashboard and was reported as "Status only".

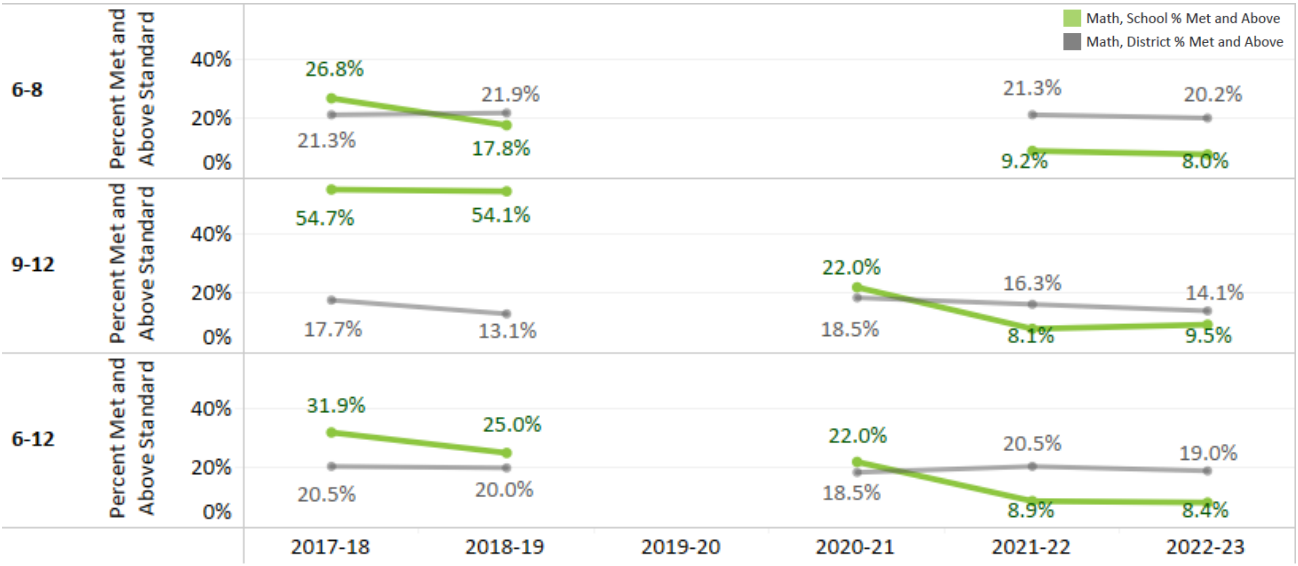
Figure 4: Schoolwide ELA SBAC Results Over Time – Aspire Lionel Wilson and OUSD (Schools Serving Grades 6-12 Only)*



***Source**: Downloadable CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

- **Math**
  - *Pre-pandemic, Aspire Lionel Wilson's 6-8 grade proficiency rates were similar to the District average. However, similar to the ELA trend from above, Aspire Lionel Wilson's 6-8 proficiency rates declined significantly. In 2022-23, Aspire Lionel Wilson's proficiency rate for this grade span was approximately 9 percentage points lower than the District average.*
  - *Pre-pandemic, Aspire Lionel Wilson's 9-12 grade proficiency rates were significantly higher than the District average. For example, in 2018-2019, Aspire Lionel Wilson's 9-12 proficiency rate was 41 percentage points higher than the District average. Post-pandemic, the charter school's proficiency rate declined significantly and was lower than the District average in both 2021-22 and 2022-23.*
  - *Across all grades, math proficiency rates are significantly lower than the ELA proficiency rates.*

Figure 5: Schoolwide Math SBAC Results Over Time – Aspire Lionel Wilson and OUSD (Schools Serving Grades 6-12 Only)*



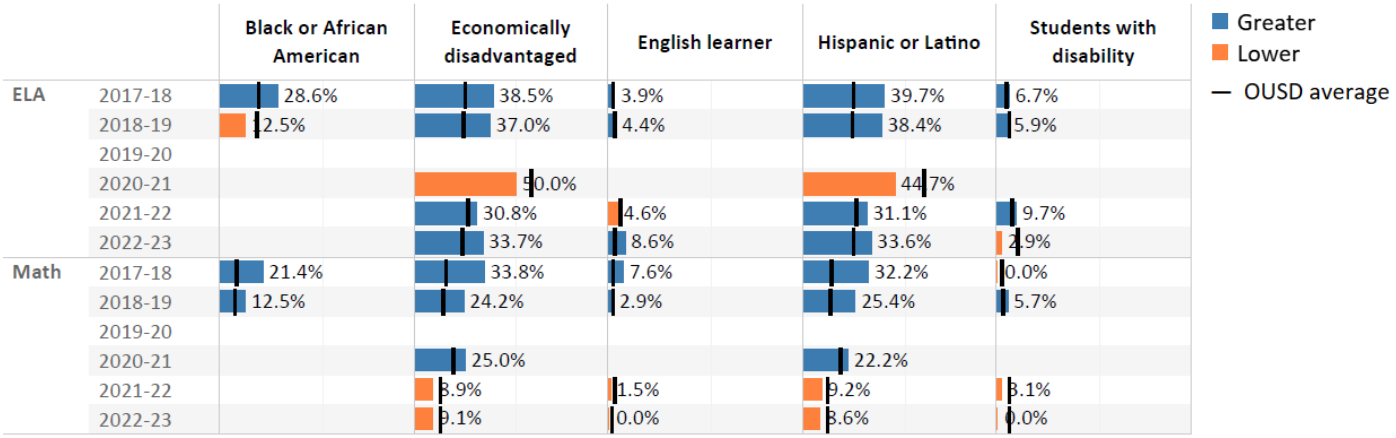
***Source**: Downloadable CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

C. Key Student Group Academic Performance

The following comparison of academic performance is included to assess whether the Charter School's educational program is sound for *all* students. The figures below compare the Charter School's performance on the ELA and Math SBAC to the District average for the respective student groups (including only schools which serve students in grades 6-12 for the following student groups: Socioeconomically disadvantaged students, Black/African American students, Hispanic/Latino students, students with disabilities, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g., severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments (CAAs) were not included as Aspire Lionel Wilson did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:

- **ELA**
    - *Post-pandemic, the majority of student groups at Aspire Lionel Wilson outperformed the District in ELA (with the exception of 2020-21, when testing was optional).*
    - *2022-23 was the only school year in the charter term that Aspire Lionel Wilson's students with disabilities performed below the District average, with 2.9% of students proficient compared to the District average of 10.0%.*
- **Math**
    - *Pre-pandemic and in 2020-21, when testing was optional, almost all Aspire Lionel Wilson's key student groups outperformed the District average.*
    - *From 2021-22 onward, all key student groups performed below the District average, with 0% of English Learners and students with disabilities scoring proficient in 2022-23.*

Figure 6: 2023 SBAC Results Over Time by Student Group – Aspire Lionel Wilson and OUSD (Schools serving Grades 6-12) Only)*



***Source**: Downloadable CAASPP Research Files*

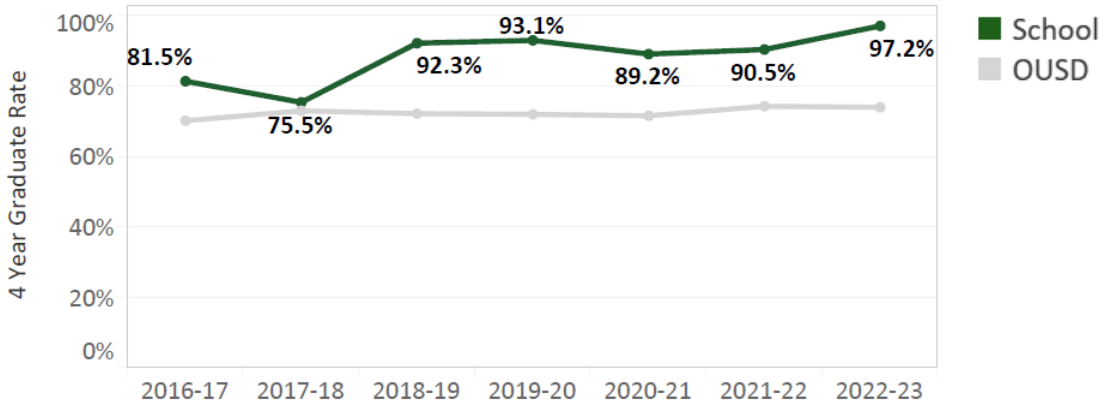
E. Graduation Metrics

The figures below compare the four-year cohort graduation and A-G graduation rates between OUSD and Aspire Lionel Wilson. As shown below:

- *Aspire Lionel Wilson's four-year cohort graduation rate has been higher than the OUSD graduation rate for all years of the charter term.*

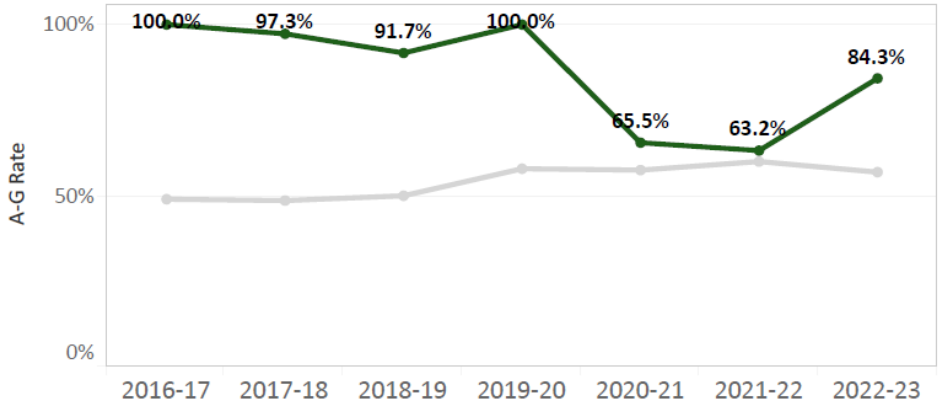
- *In 2022-23, Aspire Lionel Wilson's four-year cohort graduation and A-G graduation rates were higher than its respective OUSD rate for all key student groups.*

Figure 7: Four Year Graduation Rate – Charter School and OUSD



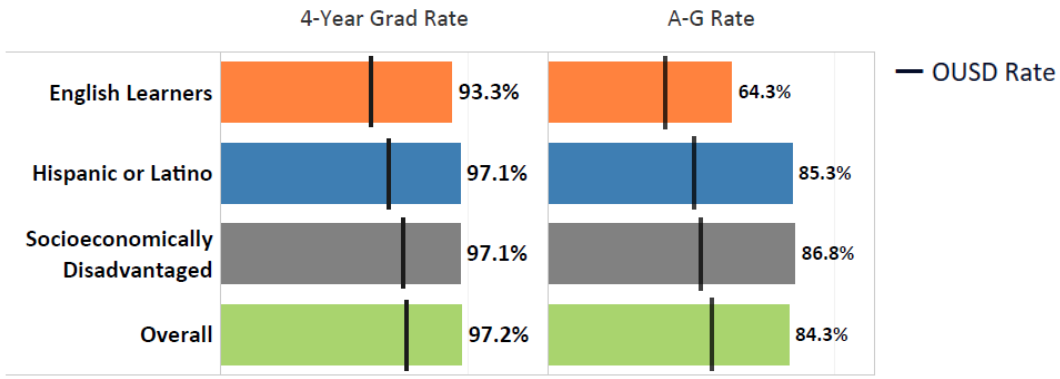
***Source**: CDE Downloadable Data Files*

Figure 8: A-G Rate – Charter School and OUSD



***Source**: CDE Downloadable Data Files*

Figure 9: 2022-23 Four Year Graduation Rate – Charter School and OUSD



***Source**: CDE Downloadable Data Files*

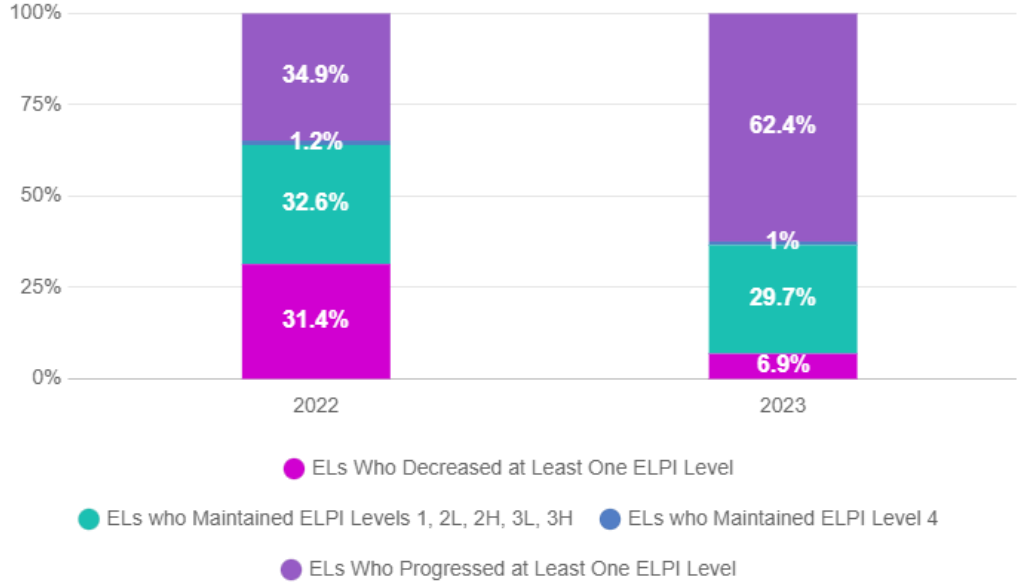
F. English Learner Progress

In the 2021-22 and 2022-23 school years, Aspire Lionel Wilson tested 86 and 101 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who

progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level. As shown below:

- *Approximately 63.4% of English Learner students at Aspire Lionel Wilson made progress towards English language proficiency in 2023, representing a 28.1% increase from 2022.*

Figure 10: 2022 and 2023 Summative ELPAC Results



***Source**: California School Dashboard*

G. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric[10] which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 11: Renewal Site Visit Summary

Aspire Lionel Wilson Renewal Site Visit: August 21, 2024			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Madison Thomas (OCS Deputy Director), Guadalupe Nuño (OCS Community Liaison), Eve Gordon (Academic Consultant)			
SQR Domains and Threads	**Domain 1: Mission and Vision**	**Domain 2: Quality Program Implementation**	**Domain 3: Collective Leadership and Professional Learning**

[10] The School Quality Review Rubric can be found here: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

Thread A: Instruction	**3.1**	**2.9**	**3.8**
Thread B: Culture	**3.3**	**3.0**	**3.5**
Thread C: Systems and Structures	**3.4**	**3.4**	**3.6**

Within each domain and thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for Aspire Lionel Wilson.

Figure 12: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
4.0	**3A.1:** Collective Ownership of Student Outcomes	Staff reflect on the school mission/vision to build collective ownership of student outcomes with high expectations of one another through regular cycles of goal-setting and analysis of outcomes. School leaders, teachers, and staff hold high expectations for each other as professionals.
4.0	**3A.3** Coaching, Observation, and Feedback	Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. Educators receive regular 1:1 coaching to reflect on impact and improve practice.
3.8	**2B.2** Social Emotional Learning and Restorative Practices	School staff utilize Social Emotional Learning (SEL) practices and Restorative Practices to cultivate a joyful environment and caring relationships with students, families and each other. The school has an approach to social emotional learning that helps students acquire the attitudes, competencies, values, and social skills they need to facilitate academic learning. Staff consistently demonstrate equitable, culturally relevant and responsive practices that respect diversity, integrate trauma-informed and Restorative Practices, and utilize Transformative SEL practices.
Lowest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
2.3	**2A.1** Quality Standards-Based Curriculum and Instruction	High quality instructional materials are consistently used to provide daily standards-based instruction, with a focus on differentiation and equity. Curriculum is grade-level appropriate, language rich, well-sequenced, and coherently builds student understanding within and across grade levels/disciplines. School has clear expectations for implementation of the standards-aligned, high quality curriculum, including integrated and designated ELD, and systems to support teachers and hold them accountable for implementation.
2.3	**2B.3:** Meaningful Student Engagement	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.
3.0	**2A.4** Engaging Extra Curricular and Enrichment Opportunities	Students have access to enrichment opportunities that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Inclusive Environment:** Aspire Lionel Wilson has focused on building an inclusive environment and providing support for students with diverse needs. There are multiple systems in place to ensure that every student is known, affirmed, and supported academically, socially, and emotionally. Teachers, school leaders, and support staff create strong relationships with students. The school has an effective orientation and onboarding process for new students and families regardless of when in the year they enter. Students have structured opportunities to propose clubs and activities, give teachers feedback on curricula, and impact school policies, programs and activities through surveys and the Student Government class.

2. **Family Engagement**: The school has prioritized partnerships with families, which is particularly notable for a secondary school, and has robust structures in place to integrate families in decision-making processes at Aspire Lionel Wilson. Families have meaningful leadership opportunities and a strong sense of shared ownership of the mission, goals, and values of the school.

3. **English Learner Supports:** Aspire Lionel Wilson has been proactive in supporting English Learners and an increasing newcomer student population. Language support through the use of vocabulary building and sentence frames are embedded across content areas, and small ELD classes give students daily opportunities to practice speaking and listening in addition to reading and writing. A special Newcomer Advisory supports students with cultural knowledge and relationship development.

Areas for Improvement

1. **Math Instruction:** While the school indicated a desire to move from didactic teaching to a more engaging and responsive pedagogical approach in math classes, classroom observations revealed there is still work to be done in this area. Instructional routines in math classes did not yet reflect the school's commitment to critical thinking, collaborative meaning making, or students demonstrating knowledge.

2. **Teacher Retention:** The school has struggled with retaining high-quality teachers which weakens the quality of instruction and the consistency of a common instructional model across the school. The school is attempting to address this issue by creating a pipeline of Aspire Lionel Wilson trained teachers by hiring staff who are local and vision and values aligned, and by ensuring that teachers feel effective, engaged, and valued.

H. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle or Low renewal tiers, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list[11] of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

[11] A full list of the adopted academic progress and postsecondary indicators can be found here: https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp

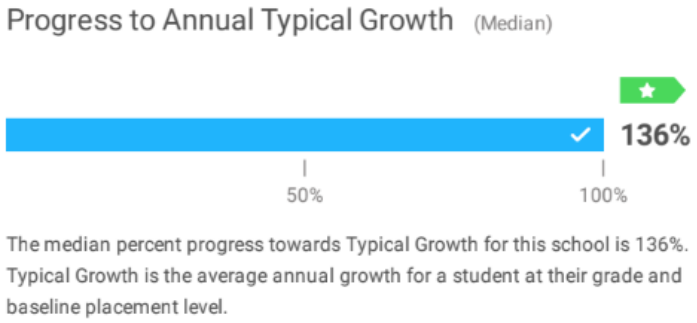
The Charter School provided the District with data from i-Ready for grades 6-8 and NWEA MAP for grades 9-12 to be considered as academic progress indicators for the purposes of verified data. Upon review, Aspire Lionel Wilson did surpass the 95 percent participation threshold, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the Renewal Petition, includes the Charter School's own analysis of the results.

Verified Data Analysis – i-Ready (Grades 6-8)

i-Ready assessments assign an annual typical growth target for each student. This typical growth target is the average growth achieved by students nationally and is determined by the student's grade and Fall starting diagnostic level. For the purposes of California's requirements, educators should examine the growth for an entire school. For the 2023-24 school year, schools that meet or exceed the median Progress to Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year. **For grades 6-8, if the median Progress to Typical Growth within the school is 60% or higher for Math and 45% or higher for Reading, that school can be said to have met the minimum growth expectations to demonstrate one year's progress for the purposes of California's Verified Data and Progress Indicator requirements**. Figures 13 and 14 show Aspire Lionel Wilson's median Progress to Typical Growth in Math and Reading, respectively. According to this data, the analysis is below:

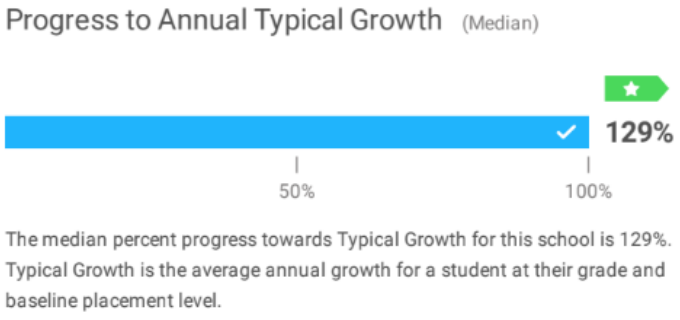
- ***i-Ready Math***
  - *In 2023-24, the median Progress to Typical Growth for grades 6-8 is 136% which exceeds the growth expectation of 60%. Therefore, according to i-Ready guidance, Aspire Lionel Wilson met the minimum growth expectations to demonstrate one year's progress for the purposes of verified data.*
- ***i-Ready Reading***
  - *In 2023-24, the median Progress to Typical Growth for grades 6-8 is 129% which exceeds the growth expectation of 45%. Therefore, according to i-Ready guidance, Aspire Lionel Wilson met the minimum growth expectations to demonstrate one year's progress for the purposes of verified data.*

Figure 13: Math – 2023-24 Median Progress to Annual Typical Growth; i-Ready 6-8 by Curriculum Associates



***Source**: Charter School Verified Data Submission*

Figure 14: Reading – 2023-24 Median Progress to Annual Typical Growth; i-Ready 6-8 by Curriculum Associates



***Source**: Charter School Verified Data Submission*

Verified Data Analysis – NWEA MAP (Grades 9-12)

NWEA MAP utilizes Conditional Growth Index (CGI) values for individual students or groups of students. The CGI is an indicator of how much individual students or groups of student growth deviates from their respective norms. A CGI of zero means a student showed gains that were equivalent to the growth norms. A positive CGI means a student's growth was above the norm, while a negative CGI means a student's growth was below the norm. **For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth** (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. Figure 15 below shows Aspire Lionel Wilson's school CGI values by grade level. Figure 16 below shows the percentage of students with a student CGI value of -0.2 or higher. According to this data, the analysis is below:

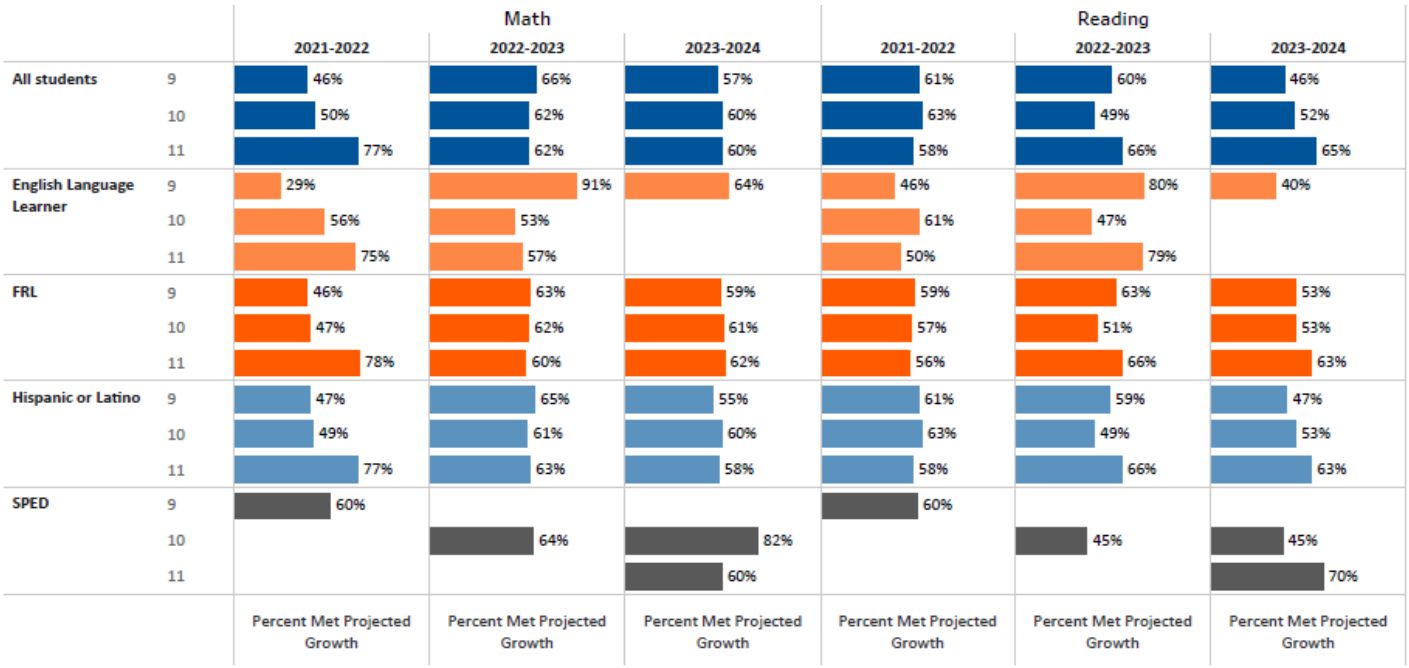
- *In 2023-24, Aspire Lionel Wilson's school CGI values were above the -0.2 threshold in both Math and Reading which can be approximated as one year's growth.*
- *In 2023-24, 57% of 9th grade students, 60% of 10th grade students, and 60% of 11th grade students met the -0.2 threshold in Math.*
- *In 2023-24, 46% of 9th grade students, 52% of 10th grade students, and 65% of 11th grade students met the -0.2 threshold in Reading.*

Figure 15: School CGI Values by Grade Level; MAP Growth by NWEA, Grades 9-11

	Math			Reading		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
9	-0.470	1.700	1.520	1.230	0.140	-0.010
10	0.080	0.640	1.620	2.370	1.260	-0.140
11	2.100	2.040	1.290	0.990	1.860	0.830

***Source**: Charter School Verified Data Submission*

Figure 16: Percent of Students with a Student CGI value of -0.2 or Higher; MAP Growth by NWEA, Grades 9-11



***Source**: Charter School Verified Data Submission*

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

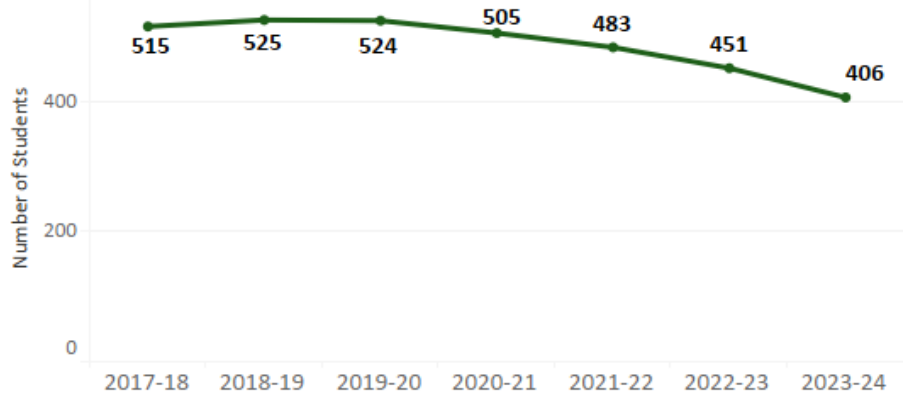
In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[12] Evidence considered for this criterion include an analysis of the charter school's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Total Enrollment by Year

Over the course of the charter term, the total enrollment has declined significantly, with the largest decrease in 2023-24. As of August 29, 2024, the Charter School reported an enrollment of 400 for the current school year.

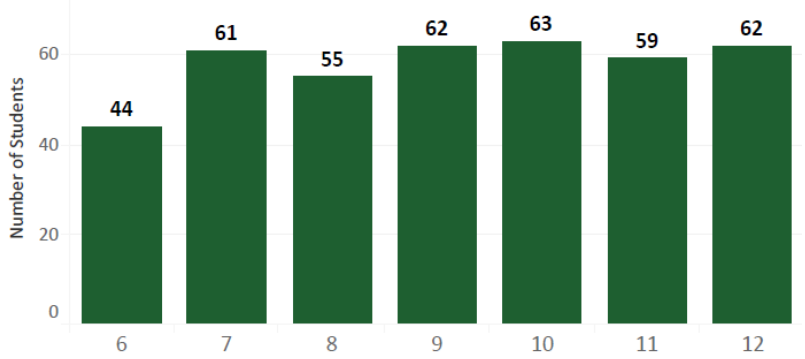
Figure 17: Total Enrollment Over Time



***Source**: 2017-18 through 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files*

Enrollment by Grade Level

Figure 18: 2023-24 Enrollment by Grade Level



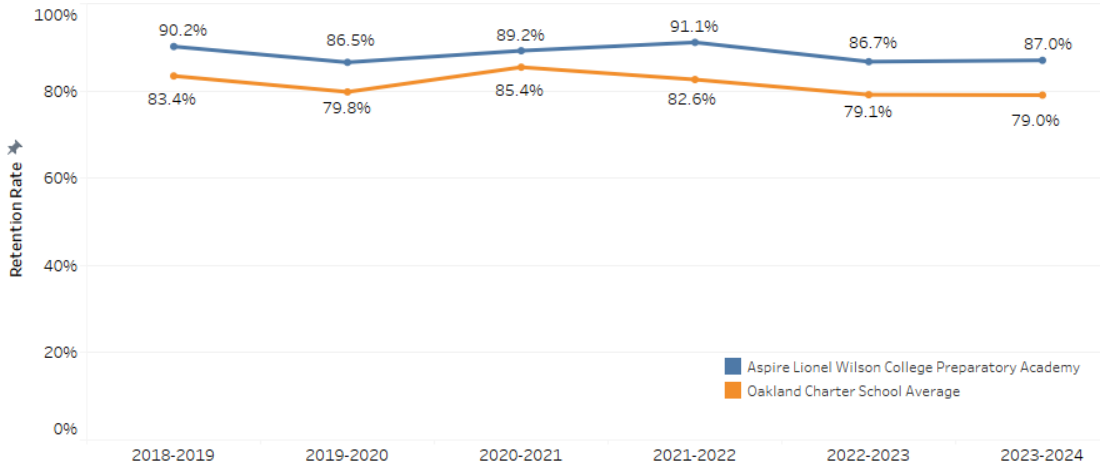
Source: 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files

Student Retention

The figure below shows the Charter School's student retention rate, or the percent of students who were at the school in the prior year and returned (excluding graduating grade levels). As shown below, the Charter School's retention rate has decreased slightly in recent years but has consistently remained higher than the Oakland charter school average.

[12] EC §47605(c)(2)

Figure 19: Annual Student Retention Rate



***Source**: Annual Fall Census Day student-level enrollment reports submitted to OUSD*

B. Financial Condition

The Charter School is in good financial standing with a healthy ending fund balance. Although the school had deficit spending in 2018-19 and 2019-20, it remained less than 20% of its fund balance. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported total net assets of $3,697,863 for the Charter School.

Figure 20: Financial Analysis

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	$2,381,806	$2,225,335	$2,287,868	$3,529,432	$3,697,863
Deficit Spending *Deficit spending is indicated by a number in parentheses. A school's fund balance and reserves are depleted when expenditures exceed revenues, and over time could lead to insolvency.*	$(56,392)	$(156,471)	$0	$0	$0
Deficit-to-Ending Fund Balance Ratio *This ratio measures how large the deficit spending is in relation to the overall fund balance. The larger the ratio, the faster the fund balance is being depleted.*	2.37%	7.03%	0.00%	0.00%	0.00%
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a low level of financial risk.*	0.14	0.18	0.15	0.29	0.18
3% Reserve *A minimum 3% reserve is standard as a set aside for to prepare for potential liabilities. Below 3% is indicative of a poor financial condition.*	Yes	Yes	Yes	Yes	Yes
Audit Opinion *"Unmodified" indicates compliance with required accounting standards. "Qualified" indicates there are material misstatements found, where the auditors are unable to obtain sufficient appropriate evidence.*	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Major Audit Finding *Any major or repeat audit findings are described in the paragraph above.*	None	None	None	None	None

***Source**: 2018-19 through 2022-23 Annual Audit Reports*

The school's multi-year budget projection ("MYBP") (see summary in Figure 21 below) relies on a significant enrollment increase in each of the first three years of the new charter term, representing an increase from their August 2024 enrollment of 400 students by 10%, 20%, and 30% respectively, or approximately 10% growth each year. However, the school's enrollment has declined by approximately 20% over the course of the charter term (see Figure 17 above). The school's budget, which is based on these enrollment projections, therefore likely does not accurately project the financial reality for the 2025-26, 2026-27, and 2027-28 school years.

Figure 21: Multi-Year Budget Summary

	2025-26	2026-27	2027-28
Projected Enrollment	440	480	522
Projected ADA	402.60	441.60	482.85
Projected Total LCFF Entitlement	$6,414,887	$7,185,094	$8,056,717
Projected LCFF Entitlement per ADA	$15,934	$16,271	$16,686

***Source**: Multi-year Budget Projections submitted with Renewal Petition*

Similarly, the Charter School's governing board approved a budget for the 2023-24 school year that substantially over projected enrollment, resulting in a significant swing between the enrollment on which the adopted budget was based and the school's actual enrollment at first and second interim. Figure 22 below shows the enrollment in the adopted budget, actual census day enrollment, and the enrollment in the first and second interims for the 2023-24 school year. As shown below, the adopted budget for the 2023-24 school year was based on substantially over projected enrollment assumptions, which together with the MYBP submitted in the renewal petition, demonstrates a concerning pattern of the school's governing board approving budgets that rely on unrealistic enrollment figures.

Figure 22: Enrollment Comparisons for the 2023-24 School Year

	2023-24
Budgeted enrollment in adopted budget	440
Census day enrollment	406
Budgeted enrollment in 1st interim	412
Budgeted enrollment in 2nd interim	406

***Source**: 2023-24 Budget, First Interim and Second Interim reports submitted to OUSD*

Lastly, the enrollment projections listed in Element 1 of the petition do not match the enrollment projections on which the school's multi-year budget is based (see Figure 23 below). This discrepancy between the budget and the charter petition, both of which were approved by the Charter School's board, causes the multi-year budget projection to overstate the school's budget for each of the first three years of the term (2025-26, 2026-27, and 2028-29) by approximately $452,000, $903,000, and $1,265,000 respectively, when compared to the projected enrollment stated in Element 1 of the charter petition. An approximation of the resulting impact on the budget is shown in Figure 23.

Figure 23: Fiscal Analysis for Enrollment Projections in Multi-year Budget vs. Charter Petition

	2025-26	2026-27	2027-28
Projected enrollment in MYP	440	480	522
Projected enrollment in charter petition	409	420	440
Difference (A)	31	60	82
School's projected ADA rate in MYP (B)	91.5%	92%	92.5%

LCFF per ADA in budget (C)	$15,934	$16,271	$16,686
Amount over projected in budget (AxBxC)	$451,967.91	$903,040.50	$1,265,633.10

***Source**: Aspire Lionel Wilson Renewal Petition; Multi-year Budget Projections submitted with Renewal Petition*

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". The full description is included on pages 173-177 of the charter petition. The current section includes the school's enrollment demographic data for further context.

Enrollment Demographics Comparison

Enrollment demographics for the 2023-24 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the charter school's students reside, Castlemont /CCPA / Madison —are included for reference.

Figure 24: 2023-24 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA[13]	OUSD
Race/ Ethnicity	Hispanic/Latino	94.1%	75.4%	47.3%
	Black/African American	4.2%	16.9%	20.1%
	Asian	0.5%	1.6%	9.8%
	White	0.0%	1.5%	11.5%
	Two or More Races	0.0%	1.4%	6.8%
	Other Race/Ethnicity	0.5%	1.7%	1.9%
	Not Reported	0.7%	1.5%	2.6%
Other Student Groups	Socioeconomically Disadvantaged	86.9%	98.4%	81.4%
	English Learners	21.2%	47.9%	32.9% (6-12 only: 28.9%)
	Special Education	15.5%	16.6%	16.3% (6-12 only: 17.7%)

***Source**: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report*

English Learner Enrollment

As shown previously, during the 2023-24 school year, 21.2% of Aspire Lionel Wilson's total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at Aspire Lionel Wilson and their level of need. As a note, this data does not provide any indication as to

[13] Includes 6 OUSD-operated schools serving students in grades 6-12 located in the Castlemont/CCPA/Madison HSAA. Specifically, Castlemont, Coliseum College Prep, Elmhurst United, Frick, Greenleaf, and Madison Park Upper.

how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The Charter School has a larger percentage of English Learner students who were placed in a higher ELPAC level compared with OUSD in the same grade span.*
- *Almost 2/3 of the Charter School students are considered Reclassified Fluent English students.*
- *The Charter School has a lower percentage of students who have been English Learners between 0 and 3 years than OUSD, which may suggest a smaller newcomer percentage. However, the Charter School does have a larger percentage of English Learners classified as Long-Term English Learners than OUSD.*

Figure 25: ELPAC Levels – Charter School vs. OUSD (Grades 6-12 only)

ELPAC Level	Charter School	OUSD (Grades 6-12 Only)
Level 4 – Well Developed	34.6%	13.5%
Level 3 – Moderately Developed	32.7%	23.7%
Level 2 – Somewhat Developed	19.2%	21.0%
Level 1 – Minimally Developed	13.5%	41.8%

***Source**: 2022-23 Summative ELPAC Results*

Figure 26: Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
6	20.5%	0.0%	29.5%	50.0%	0.0%
7	21.3%	1.6%	31.1%	45.9%	0.0%
8	10.9%	0.0%	27.3%	61.8%	0.0%
9	12.9%	1.6%	22.6%	62.9%	0.0%
10	9.5%	0.0%	15.9%	74.6%	0.0%
11	5.1%	0.0%	8.5%	86.4%	0.0%
12	4.8%	0.0%	16.1%	79.0%	0.0%
Total	**11.8%**	**0.5%**	**21.2%**	**66.5%**	**0.0%**

***Source**: CDE Downloadable Data Files*

Figure 27: "At-Risk" and Long-Term English Learners (LTEL) by Grade

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School 6-8	4.3%	8.5%	51.1%	36.2%
OUSD 6-8	17.7%	13.4%	40.1%	28.8%
Charter School 9-12	15.4%	12.8%	43.6%	28.2%
OUSD 9-12	39.1%	11.7%	34.9%	14.3%

***Source**: CDE Downloadable Data Files*

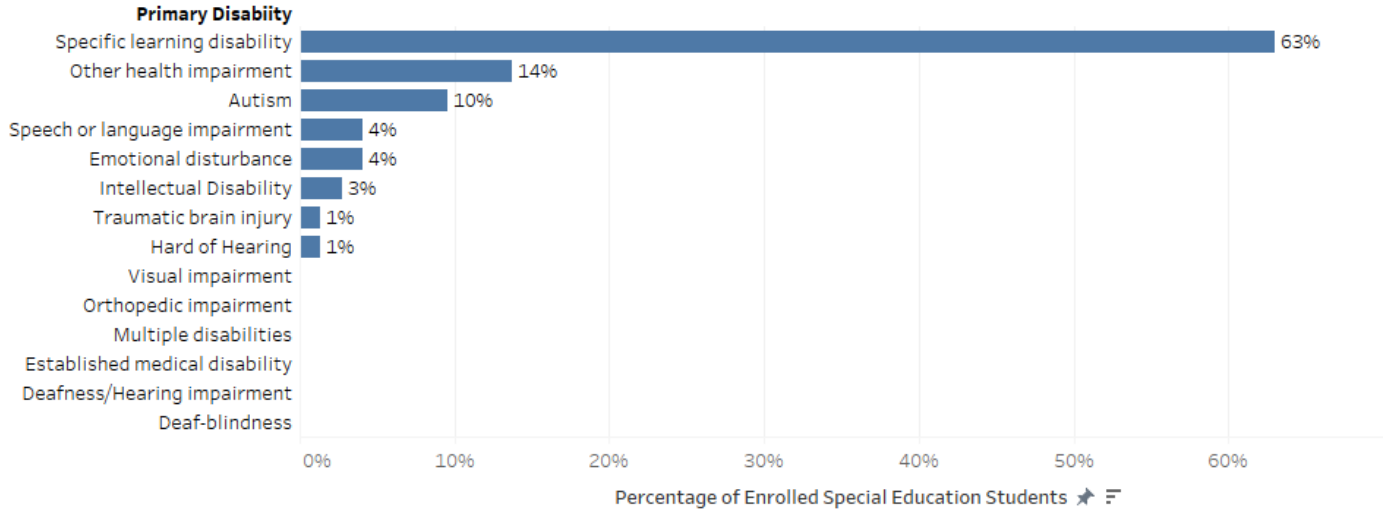
Special Education Enrollment

As shown previously, during the 2023-24 school year, 15.5% of Aspire Lionel Wilson's total enrollment were students with disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at Aspire Lionel Wilson and their level of need. Additionally, a description of the Charter

School's plan to support students with moderate to severe disabilities can be found in Appendix I (page 258) of the renewal petition. As shown below:

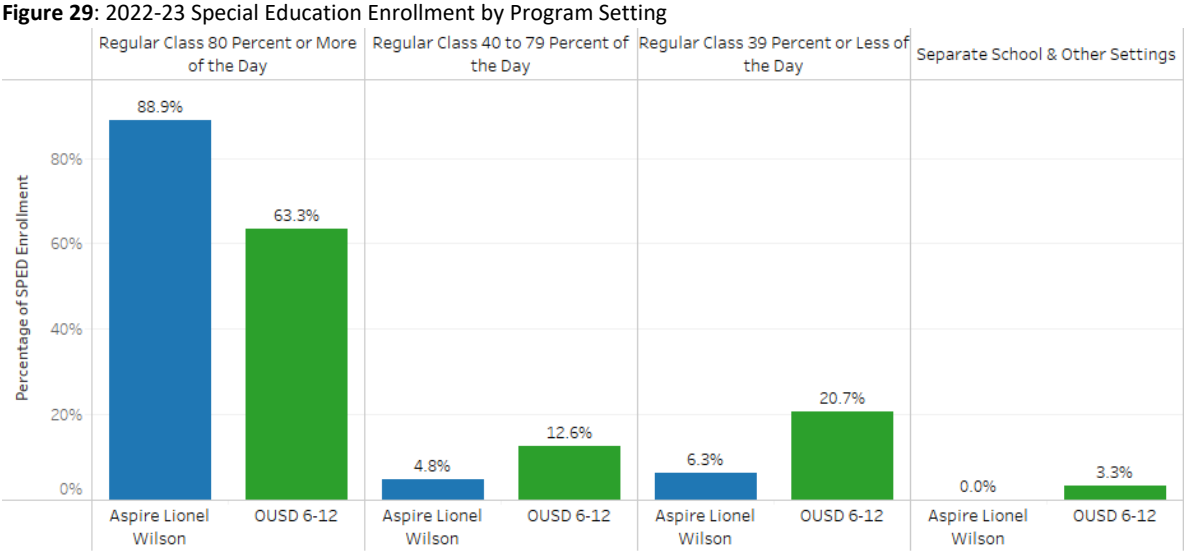
- *Approximately 2/3 of students with disabilities at Aspire Lionel Wilson have a specific learning disability as the primary disability.*
- *Approximately 90% of students with disabilities at Aspire Lionel Wilson are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is significantly less than the District, at 11.1% compared with 33.3%.*
- *Approximately 90% of students with disabilities at Aspire Lionel Wilson are receiving less than 450 service minutes weekly.*

Figure 28: 2023-24 Special Education Enrollment by Disability Type



***Source**: CALPADS 2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)*

Figure 29: 2022-23 Special Education Enrollment by Program Setting



***Source**: CDE Downloadable Data Files*

Figure 30: Special Education by Placement and Weekly Service Minutes

	2022-23	2023-24
Percentage of students with IEPs receiving fewer than 450[14] service minutes weekly	90.7%	92.8%
Percentage of students with IEPs receiving more than 450 service minutes weekly	9.3%	7.2%
Percentage of students with IEPs in nonpublic school (NPS) placement	0%	0%

***Source**: Charter School Performance Report*

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[15] Neither Aspire Lionel Wilson nor the Charter School's CMO, Aspire Public Schools, have received any Notices of Concern over the course of the current charter term.

Figure 31: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2017-18	0		
2018-19	0		
2019-20	0		
2020-21	0		
2021-22	0		
2022-23	0		
2023-24	0		

***Source**: OUSD Office of Charter Schools Notice of Concern documentation*

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Aspire Lionel Wilson Governing Board and its composition.

Figure 32: Charter School Governing Board Overview and Composition

Aspire Public Schools Governing Board Overview			
Schools Overseen	36	**Total Enrollment of all Schools**	15,049 students
Required Minimum # of Members	3	**Current # of Members**	6

[14] The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

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

Regular Meeting Frequency	~ 6 meetings per school year	**Committees**	Executive Committee; Audit Committee
Aspire Public Schools Governing Board Composition			
Name, Role	**Time on Board**	**Name, Role**	**Time on Board**
Beth Hunkapiller, Board Chair	12 years	**Veleta Savannah, Board Member**	1 year
Christina Christopher, Board Member	3 years	**Carol Ornelas, Board Member**	4.5 years
Lorea Martinez, Board Member	3 years	**Ay'Anna Moody, Board Member**	2 years

***Source**: Charter School Board Self-Evaluations submitted to OUSD on July 15, 2024; CDE Dataquest*

As part of the renewal process, Staff evaluates the governing board's overall health and effectiveness using the charter school's performance report, a governing board interview, governing board audits, a board self-evaluation tool, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the charter school governing board on the "Board Effectiveness Core Competencies" found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 33: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	4
Mission Alignment	Board members have a shared understanding of and commitment to the school's mission and vision.	4
School Familiarity	Board members are knowledgeable about the school's operations, successes, and challenges.	4
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	4
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	3.5
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	4
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	4
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	3.5

***Source**: Staff evaluation of charter school performance report, charter school renewal petition, charter school board member self-evaluations, charter school board member interview, charter school board observations*

F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). The OUSD Office of Charter Schools acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CalSAAS results for educator assignments in the 2022-23 school year, the most recent year for which data is available. As shown below:

- *During the 2022-23 school year, the majority of assignments at Aspire Lionel Wilson were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Approximately 30% of assignments were considered "Ineffective", or were authorized by an emergency credential, variable term waiver, or substitute permit, which is on par with the OUSD average.*
- *During the 2022-23 school year, there were 16 total misassignments at Aspire Lionel Wilson out of 141 total assignments.*

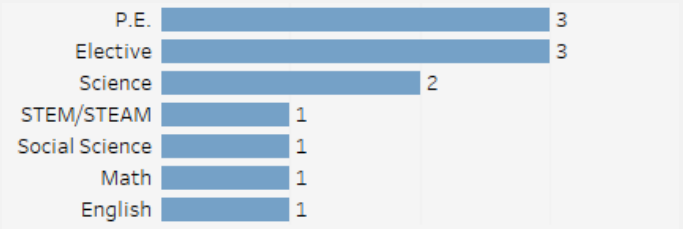
Figure 34: 2022-23 Educator Credentials by Type

	Charter School	OUSD
Clear *Authorized by clear or preliminary credential or by local assignment option*	56.75%	60.9%
Intern *Authorized by intern credential*	8.9%	3.9%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	0.0%	1.2%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	29.9%	31.6%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	4.7%	2.3%

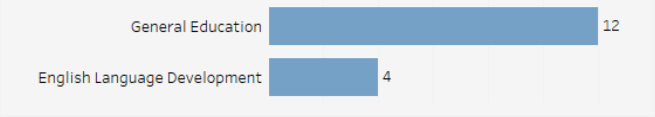
***Source**: CDE Teaching Assignment Monitoring Outcomes by FTE Report*

Figure 35: 2022-23 California Statewide Assignment Accountability System ("CalSAAS") Results

Misassignments by Subject



Misassignments by Setting



***Source**: 2022-23 CalSAAS Monitoring Audit Report*

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *Apart from 2018-19, the school has retained the majority of its educators from year to year.*
- *The school has struggled with retaining teachers for the full school year, with a large number of educators leaving their position prior to the end of the school year each year of the charter term.*

Figure 36: Educator Retention Over Time (Self-Reported)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Percent of Educators Retained from Prior Year	32%	76.2%	69.6%	61.5%	81.8%	66.7%	81.0%
Early Separations	12/21	8/23	9/26	8/22	5/21	10/21	-

***Source**: Charter School Renewal Performance Report*

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

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

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

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

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation.[16] The following table summarizes staff findings related to whether this standard was met for each element.

Figure 37: Petition Element Analysis

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

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

B. Other Required Information

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

[16] EC §47605(c)(5)

Figure 38: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: ● The facilities to be used by the charter school, including specifically where the charter school intends to locate. ● The manner in which administrative services of the charter school are to be provided. ● Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e., anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

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

C. OUSD-Specified Requirements

Figure 39: OUSD-Specified Requirements

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

***Source**: Staff analysis of the charter renewal petition*

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

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[17] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

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

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[18]:

- **Data Set 1:** The percentage of students enrolled at any time between the beginning of the school year and census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2:** The percentage of students enrolled during the prior school year who were not enrolled as of census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- *For both sets of data, the students who left the Charter School scored below the Charter School's schoolwide average in all years for which data is available.*
- *However, because in high school, students only take the SBAC assessment when they are in 11th grade, compared to middle school when students are tested in 6th, 7th, and 8th grades, the exited students with scores likely consists primarily of middle school students. Because middle school students at Aspire Lionel Wilson tend to score much lower than the high school students (see Figures 4-5), it is expected that they would have a lower Distance from Standard ("DFS") than high school students. Because the CDE does not disaggregate the enrollment data by grade span, there is no way to accurately compare the DFS to the schoolwide average. Therefore, the data given is not reliable enough to reach a definitive conclusion as to whether the school is not serving all students who wish to attend, particularly with the small sample sizes of students tested.*

[17] EC §47607(e)

[18] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Figure 40: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	5.39% (29 of 538)	6.40% (35 of 547)	6.42% (35 of 545)	5.93% (28 of 472)
Number of these students with State test results from the prior year	9	14	16	16
ELA: Difference between average DFS of unretained students and schoolwide average	N/A*	-76.11 Unretained = -103.71 School = -27.6	-28.38 Unretained = -58.38 School = -30	-50.58 Unretained = -91.38 School = -40.8
Math: Difference between average DFS of unretained students and schoolwide average	N/A*	-84.07 Unretained = -137.57 School = -53.5	-40.56 Unretained = -117.06 School = -76.5	-17.66 Unretained = -149.06 School = -131.4

***Source**: Aggregate enrollment-pattern data provided by the State*

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

Figure 41: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	10.71% (57 of 532)	9.48% (51 of 538)	9.69% (53 of 547)	10.78% (54 of 501)
Number of these students with State test results from the prior year	ELA: 19 Math: 20	17	ELA: 26 Math: 27	18
ELA: Difference between average DFS of unretained students and schoolwide average	-11.25 Unretained = -52.95 School = -41.7	-34.93 Unretained = -62.53 School = -27.6	-31.73 Unretained = -61.73 School = -30	-38.76 Unretained = -79.56 School = -40.8
Math: Difference between average DFS of unretained students and schoolwide average	-41.15 Unretained = -122.05 School = -80.9	-35.44 Unretained = -88.94 School = -53.5	-62.39 Unretained = -138.89 School = -76.5	-35.04 Unretained = -166.44 School = -131.4

***Source**: Aggregate enrollment-pattern data provided by the State*

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

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school.

V. Recommendation Summary

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

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

Strengths	Challenges
• Met the majority of School Performance Analysis indicators in last two years. • Significant growth in 9-12 grade ELA between 2021-22 and 2022-23, significantly outperforming District. • The majority of student groups outperformed the District in ELA in the most recent two years. • Very high graduation and A-G completion rates. • Significant growth in percentage of English Learner students making progress towards English language proficiency. • Majority of students at both the middle and high school levels made at least one year's growth per the submitted Verified Data. • Supportive and collaborative school environment for students, families, and staff.	• While grades 6-8 approximately matched the District pre-pandemic in both Math and ELA, the school's middle school grades were significantly below the District average post-pandemic. • Although grades 9-12 performed significantly higher than the District in Math pre-pandemic, the school's high school grades were significantly below the District average for the last two years. • All student groups performed below the District average in Math in the most recent two years. • Minimal evidence of meaningful differentiation or academic discourse across classroom observations.

Determination

Based on this analysis, Aspire Lionel Wilson has presented a sound educational program.

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

Strengths	Challenges
• Although enrollment has declined by almost 24% over the charter term, the school remains at a sustainable size and has above average year-over-year retention rates. • School is financially stable and has consistently had a healthy reserve balance and no audit findings. • No notices of concern during the current charter term. • Strong board health and effectiveness.	• Pattern of Board-approved budgets which substantially over project enrollment and therefore revenue. • Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole, nor the diversity of OUSD schools in the comparison attendance area. The school serves a lower percentage of Black/African American students and English Learners than the OUSD average. • Despite a relatively high enrollment rate of students with disabilities, school appears to serve a minimal

	number of students with moderate/severe disabilities based on service minutes/time in regular classroom setting.

Determination

Based on this analysis, Aspire Lionel Wilson is demonstrably likely to successfully implement the proposed educational program.

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

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of the required 15 elements. • OUSD-specified requirements are included in the petition.	N/A

Determination

Based on this analysis, the petition for Aspire Lionel Wilson is reasonably comprehensive.

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

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

Determination

Based on this analysis, Aspire Lionel Wilson is serving all students who wish to attend.

E. Analysis of Other Public-School Options if Renewal is Denied

When determining whether to recommend denial, District staff consider other public-school options available to the charter school's current students, and denial findings for a middle tier school must demonstrate, in part, that closure is in the best interest of students[19]. The following provides an overview of the attendance areas where Aspire Lionel Wilson students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving middle and high school students perform relative to Aspire Lionel Wilson.

[19] Ed Code 47607.2(b)(6)

Aspire Lionel Wilson Students Attendance Areas

Students attending Aspire Lionel Wilson in 2023-24 lived in 13 different OUSD attendance areas. Additionally, 27 of its students reside outside of Oakland. The table below shows all middle school and high school attendance areas where at least 20 Aspire Lionel Wilson students lived.

Figure 43: Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of 2023-24 [Charter School] Students Living in Attendance Area (Percent of Total Enrollment)
Middle	Elmhurst	69 (17%)
	Madison Upper	54 (13%)
High	Castlemont/CCPA/Madison	217 (53%)

***Source**: OUSD Department of Research, Assessment, and Data Live/Go Dashboard*

Performance Comparison with Nearby Schools

In order to evaluate the performance of Aspire Lionel Wilson relative to other public-school options available to the charter school's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Middle School Attendance Area(s) or High School Attendance Area(s)for which at least 20 students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2022-23 State test outcomes (in terms of Distance from Standard (DFS)) and 2022-23 Four-Year Adjusted Cohort Graduation Rates for these schools, comparing outcomes to LWL. The table also includes some demographic information from that same year for additional context. Although demographics can substantially impact schools' DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student's performance relative to a set of similar students. As shown in Figure 44:

- ***Math:** Aspire Lionel Wilson had an average DFS which was greater than 9 of 17 comparison schools. Of the comparison schools which outperformed Aspire Lionel Wilson, 7 serve middle school grades and 3 serve high school grades.*
- ***ELA:** Aspire Lionel Wilson had an average DFS which was greater than 13 of 17 comparison schools. Of the comparison schools which outperformed Aspire Lionel Wilson, 2 serve middle school grades and 2 serve high school grades.*
- ***Graduation Rate:** Aspire Lionel Wilson had the highest graduation rate out of all comparison schools serving high school grades.*

Figure 44: Charter School Enrollment by Attendance Area and Grade Span

School	Grade Span	% SED	% EL	% SWD	Math DFS	ELA DFS	Graduation Rate
Aspire Lionel Wilson	***6-12***	***85%***	***27%***	***14%***	***-120.2***	***-40.9***	***97.2%***
Francophone	TK-8	32%	22%	5%	-9.9	36	N/A
Greenleaf	K-8	93%	71%	11%	-89.8	-75.9	N/A
Lighthouse	K-8	95%	51%	13%	-94.9	-62.5	N/A
Alternatives in Action	6-8	91%	59%	15%	-250.5	-191.8	N/A
Aurum	6-8	88%	28%	22%	-82.5	-52.4	N/A
Elmhurst	6-8	94%	48%	15%	-150.4	-96.1	N/A
Frick	6-8	98%	55%	18%	-198.6	-150.3	N/A

Unity Middle	6-8	56%	54%	29%	-34.7	-25	N/A
Aspire Golden State	6-12	86%	25%	14%	-137.7	-58.8	91.3%
BayTech	6-12	84%	26%	16%	-117.7	-55.1	92.9%
CCPA	6-12	97%	46%	21%	-132.6	-63.9	93.4%
Madison Upper	6-12	97%	44%	16%	-163.9	-83.4	87.2%
Castlemont	9-12	98%	48%	19%	-280.5	-222.7	61.3%
Lighthouse High	9-12	96%	31%	12%	-159.2	1.6	92.4%
LPS Oakland R&D	9-12	72%	39%	13%	-177.8	-66.9	94.5%
Unity High	9-12	92%	29%	15%	-89.6	14.5	92.0%
Lodestar	K-11	92%	45%	12%	-115.3	-80.7	N/A

English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; CDE Academic Indicator Downloadable Data Files; CDE Graduation Downloadable Data Files

F. Recommendation

Based on the analysis outlined therein, Staff recommends **APPROVAL** of the renewal petition for Aspire Lionel Wilson College Preparatory Academy for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 522 in grades 6-12. In particular, the analysis in this report finds that the charter school has sufficiently met the requirements and criteria established in the California Charter Schools Act, which governs charter school renewals."

VI. Appendices

Appendix A. Complete Renewal Tier Analysis

Summary of State Renewal Tier Analysis

As mentioned previously, Education Code Section 47607 outlines a three-tiered system of performance categories for most[20] charter schools seeking renewal. In this system, charter schools are placed into one of three categories ("High Tier", "Low Tier", or "Middle Tier") based on an evaluation of student outcomes over the prior two years. Two criteria determine the performance category of a charter school. Criterion 1 is based on the **colors** received for all the **schoolwide** state indicators in the Dashboard. Criterion 2 is based on the **status** for all **academic** indicators with 30 or more students, using **both** schoolwide and student-group data (Criterion 2a and 2b, respectively). Analyses of both for Aspire Lionel Wilson can be found below, including more detailed descriptions of each criterion.

Criterion 1 Analysis

Criterion 1 is based on the performance colors or "levels"[21] received for **all** the state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue/Very High or Green/High, the Charter School is assigned to the High Tier. If all state indicators are Orange/Low or Red/Very Low, the Charter School is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the Charter School's Tier. As shown in Figure 45 below, Aspire Lionel Wilson did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

Figure 45: Criterion 1 Analysis – Schoolwide Results

Indicator	2022	2023
ELA	Low	Orange
Math	Very Low	Orange
EL Progress	Low	Blue
College/Career	N/A	Medium
Graduation Rate	High	Blue
Suspension Rate	High	Green
Chronic Absenteeism	High	Red

***Source**: California School Dashboard*

Criterion 2 Analysis

Criterion 2 is based on the "Status" (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion

[20] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[21] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator as a proxy for colors (See Appendix B for more details).

2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School's schoolwide performance and Criterion 2b evaluates the Charter School's student group performance, specifically for student groups which scored below the statewide average[22]. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group's respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 46 and Figure 47 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, Aspire Lionel Wilson is placed in the Middle Tier.

Figure 46: Criterion 2a Analysis

Academic Indicator	2022			2023		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-40.8	-12.2	Lower	-40.9	-13.6	Lower
Math	-131.4	-51.7	Lower	-120.2	-49.1	Lower
EL Progress	36.0%	50.3%	Lower	63.4%	48.7%	Higher
College / Career	N/A	N/A	N/A	38.9%	43.9%	Lower

***Source**: California School Dashboard*

Figure 47: Criterion 2b Analysis

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	**English Learner**	-84.8	-61.2	Lower	-89.9	-67.7	Lower
	Hispanic/Latino	-40	-38.6	Lower	-40.4	-40.2	Lower
	SED	-40.2	-41.4	Higher	-44.9	-42.6	Lower
	SWD	-126.9	-97.3	Lower	-142.3	-96.3	Lower
Math	**English Learner**	-161	-92	Lower	-157.9	-93.4	Lower
	Hispanic/Latino	-130.7	-83.4	Lower	-120.5	-80.8	Lower
	SED	-130.6	-84	Lower	-118.9	-80.8	Lower
	SWD	-193.2	-130.8	Lower	-184.5	-127.3	Lower
College / Career	**English Learner**	N/A	N/A	N/A	13.3%	15.3%	Lower
	Hispanic/Latino	N/A	N/A	N/A	40%	35.5%	Higher
	SED	N/A	N/A	N/A	40%	35.4%	Higher
	SWD	N/A	N/A	N/A	N/A	12.3%	N/A
EL Progress		36.0%	50.3%	Lower	63.4%	48.7%	Higher

***Source**: California School Dashboard*

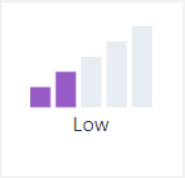
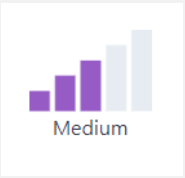
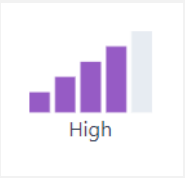
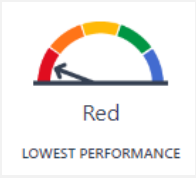
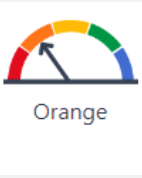
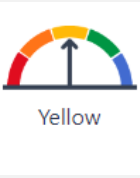
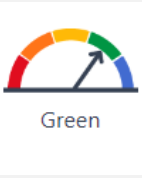
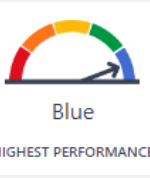
[22] For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE's Performance Categories Flyer: https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf

Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year's data and the difference between the current year's data and the prior year's data, or "Change". Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate "Change" for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed "Status levels" (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

Figure 48: 2022 and 2023 California School Dashboard Indicator Levels

Year	Dashboard Indicator Levels				
2022					
2023					

***Source**: California School Dashboard*

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that "Very High" corresponds to the lowest performance, or the "Red" color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE's support page at www.cde.ca.gov/ta/ac/cm/index.asp.

Complete School Performance Analyses – Schoolwide and Equity

The School Performance Analysis (SPA) Summary is found in Part 1 of this Staff Report. The below analyses represent the Schoolwide and Equity SPAs for 2022 and 2023. As a reminder, in order to be considered "Met" in the SPA, an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher **or** CORE Growth Level Medium or higher (i.e. growth > 30th percentile).

For the Schoolwide SPA to be considered as "Met", the school must meet the threshold for greater than 50% of the available indicators. For the Equity SPA to be considered as "Met", the school must meet the thresholds for greater than 50% of available student groups.

Figure 49: 2022 and 2023 Schoolwide School Performance Analyses

	2022	2023

Indicator	Data Source	Performance	Met/Not Met	Performance	Met/Not Met
English Language Arts State Test	Dashboard Color/Level	Low DFS = -40.8	**Met**	Orange DFS = -40.9; decreased 0.2 points	**Met**
Mathematics State Test	Dashboard Color/Level	Very Low DFS = -131.4	**Not Met**	Orange DFS = -120.2; increased 11.2 points	**Met**
English Learner Progress	Dashboard Color/Level	Low Percent = 36%	**Met**	Blue 63.4% making progress; increased 28.1%	**Met**
Suspension	Dashboard Color/Level	High Percent = 7.8	**Met**	Green 4% suspended; decreased 3.8%	**Met**
Chronic Absenteeism	Dashboard Color/Level	High Percent = 18.6%	**Met**	Red 23.7% chronically absent; increased 5.1%	**Not Met**
Graduation	Dashboard Color/Level	High Percent = 90.6%	**Met**	Blue 97.2% graduated; increased 6.6%	**Met**
College/Career	Dashboard Color/Level	N/A	-	Medium 38.9% prepared	**Met**
Schoolwide SPA Result		**Met** (Met: 83%; 5 of 6)		**Met** (Met: 86%; 6 of 7)	

***Source**: California School Dashboard, CORE Insights Dashboard*

Figure 50: 2022 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	
English Language Arts State Test	Dashboard Color *(DFS)*	No Status Level	Low -40	-	Low -40.2	Very Low -84.8	Very Low -126.9	No Status Level	-	**Met** (2 of 4)
Mathematics State Test	Dashboard Color *(DFS)*	No Status Level	Very Low -130.7	-	Very Low -130.6	Very Low -161	Very Low -193.2	No Status Level	-	**Not Met** (0 of 4)
Suspension	Dashboard Color *(% suspended once)*	No Status Level	High 7.4%	No Status Level	Very High 8.4%	High 7.3%	Very High 11.4%	No Status Level	No Status Level	**Met** (2 of 4)
Chronic Absenteeism	Dashboard Color *(% chronically absent)*	No Status Level	High 17.9%	No Status Level	High 18.5%	Very High 20.9%	No Status Level	No Status Level	-	**Met** (2 of 3)
Graduation	Dashboard Color *(% graduated)*	No Status Level	High 93.1%	-	High 92.1%	No Status Level	No Status Level	No Status Level	-	**Met** (2 of 2)
Equity SPA Result										**Met**

***Source**: California School Dashboard, CORE Insights Dashboard*

Figure 51: 2023 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	
English Language Arts State Test	Dashboard Color *(DFS; change)*	No Color	Orange -40.4 ↓0.4	-	Orange -44.9 ↓4.7	Red -89.9 ↓5.1	Red -142.3 ↓13.6	No Color	No Color	**Met** (2 of 4)
Mathematics State Test	Dashboard Color *(DFS; change)*	No Color	Orange -120.5 ↑10.3	N/A N/A	Orange -118.9 ↑11.7	Orange -157.9 ↑3.1	Orange -184.5 ↑8.6	No Color	No Color	**Met** (4 of 4)
Suspension	Dashboard Color *(% suspended once; change)*	No Color	Green 3.9% ↓3.5%	-	Green 4.5% ↓3.9%	Yellow 6% ↓1.3%	Yellow 8% ↓3.4%	No Color	No Color	**Met** (4 of 4)
Chronic Absenteeism	Dashboard Color *(% chronically absent; change)*	No Color	Red 23.2% ↑5.3%	-	Red 24.8% ↑6.3%	Red 31% ↑10.1%	No Color 33.3% ↑5.3%	No Color	No Color	**Not Met** (0 of 3)
Graduation	Dashboard Color *(% graduated; change)*	No Color	Blue 97.1% ↑4%	-	Blue 97.1% ↑5.1%	No Color	No Color	-	-	**Met** (2 of 2)
College/ Career	Dashboard Color *(% prepared; change)*	No Status Level	Medium 40%	-	Medium 40%	No Status Level	No Status Level	-	-	**Met** (2 of 2)
Equity SPA Result										**Met**

***Source**: California School Dashboard, CORE Insights Dashboard*

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school's California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.[23] Aspire Lionel Wilson was identified for differentiated assistance during the current charter term. Specifically, in 2023-24, Aspire Lionel Wilson received differentiated assistance from the Alameda County Office of Education due to the chronic absenteeism rate and ELA/Math SBAC performance of the charter school's English Learners. The staff report from Alameda County Office of Education is not yet available for review.

[23] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

Figure 52: California School Dashboard Local Indicators

Local Indicator	2017	2018	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Not Met	Met
Implementation of Academic Standards	Met	Met	Met	Not Met	Met
Parent and Family Engagement	Met	Met	Met	Not Met	Met
Local Climate Survey	Met	Met	Met	Not Met	Met
Access to a Broad Course of Study	Met	Met	Met	Not Met	Met

***Source**: California School Dashboard*

Appendix C. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in Petition)

In its renewal petition (pg. 39), Aspire Lionel Wilson is proposing to serve a maximum enrollment of 522 and a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Figure 53: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6	46	60	70	84	90
7	62	50	62	80	90
8	55	62	54	64	90
9	64	65	66	64	64
10	63	60	66	64	64
11	59	65	62	64	64
12	62	58	60	60	60
Total	**409**	**420**	**440**	**480**	**522**

***Source**: Aspire Lionel Wilson Renewal Petition*

Admissions Preferences

In the event of a public random drawing, the Aspire Lionel Wilson admissions preferences are as shown below:

Figure 54: Aspire Lionel Wilson Admissions Preferences

#	Admissions Preference
1	All students currently enrolled at an Aspire School (Intra-Aspire Transfer)
2	Children of Aspire Regular, Full-time employees
3	Siblings of students already admitted to the Charter School
4	Children of founding families of the Charter School (if applicable)
5	Children residing within the District
6	All other students in the state of California

***Source**: Aspire Lionel Wilson Renewal Petition*

Charter School Enrollment Demographics Over Time

Figure 55: Aspire Lionel Wilson Enrollment Demographics

Student Group Type	Student Group	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Ethnicity	Hispanic/Latino	94%	94%	92%	94%	95%	97%	94%
	Black/African American	4%	4%	3%	4%	3%	2%	4%
	Asian	0%	0%	1%	1%	1%	1%	1%
	White	0%	0%	0%	0%	0%	0%	0%
	Two or More Races	0%	0%	0%	0%	0%	0%	0%
	Other Race/Ethnicity	1%	1%	0%	0%	1%	0%	1%
	Not Reported	1%	1%	4%	1%	1%	0%	1%
Other Student Groups	Socioeconomically Disadvantaged	93%	87%	91%	89%	85%	85%	87%
	English Learners	27%	29%	24%	27%	27%	27%	21%
	Special Education	11%	13%	12%	14%	14%	14%	16%

***Source**: ETHNICITY– CDE Downloadable Data Files (School Enrollment); SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)*

2024-25 Charter School Educator Demographics Over Time

Figure 56: 2024-25 Educator Demographics

Race / Ethnicity	24-25
Hispanic/Latino	5%
Black/African American	20%
Asian	5%
White	45%
Other Race/Ethnicity	20%

***Source**: Charter School Performance Report*

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria[24] or identify a potential violation of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current seven-year charter term, the Office of Charter Schools received 3 complaints regarding Aspire Lionel Wilson and 0 complaints regarding the Charter School's CMO.

[24] Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

Figure 57: Aspire Lionel Wilson Complaints to OUSD

School Year	Complaints	Areas of Concern
2017-18	0	
2018-19	2	Student Discipline/Discrimination
2019-20	0	
2020-21	1	SpEd/Pushout
2021-22	0	
2022-23	0	
2023-24	0	
2024-25	-	

***Source**: OUSD Office of Charter Schools Complaint Records*

Charter School English Learners by Language

Figure 58: Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	83	270	86.95%
Tonga (Tonga Islands)	0	1	0.25%
Cantonese	0	1	0.25%
Mon-Khmer languages (Cambodian)	1	0	0.25%
Uncoded languages	1	0	0.25%
Undetermined	1	0	0.25%

***Source**: CDE Dataquest*