OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

RENEWAL DENIED

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sonali Murarka, Director-Office of Charter Schools

Board Meeting Date November 20, 2019

Subject Charter Renewal Request – Roses in Concrete

Action Vote

Background Charter schools in California come up for renewal every 5 years. This school is up for renewal consideration in 2019-20, for a 5-year term that would begin in the 2020-21 school year. The school submitted its renewal petition at a Board meeting on October 23, 2019, and had a public hearing at a Board meeting on November 6, 2019.

Discussion The Office of Charter Schools staff and Superintendent recommend **denial** of the Roses in Concrete renewal petition. The school was deemed not academically sound, and not demonstrably likely to implement the proposed program.

The following challenges were noted as evidence for the denial:
- Academic performance is flat and below majority of comparison schools in all years. Middle school performance is particularly low.
- All student groups considered performed below the OUSD average for at least half of the charter term.
- Little evidence of students being exposed to rigorous, relevant tasks in class.
- Limited data around other measures of progress provided to OUSD staff is not compelling – based on self-reported ratings from teachers

We do also want to highlight a few strengths of the school:
- Ambitious, unique vision: focus on ethnic studies, celebrate students' ancestry.
- Evidence of strong community-family partnerships.
- Diverse teaching staff.

Fiscal Impact

Roses in Concrete currently serves about 230 students, about 90% of whom live in Oakland. If the school closes at the end of the 2019-20 school year, those students will need to find another school to attend. While it is unclear what proportion of these students will choose district schools versus other options (charter school, private school, etc.), we might anticipate an increase in OUSD district school enrollment of 100-150 students.

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation

Legislative File	
File ID Number:	19-2225
Introduction Date:	10/23/19
Enactment Number:	19-1755
Enactment Date:	11/20/19
By:	er

TO: Board of Education

FROM: Kyla Johnson-Trammell, Ed.D., Superintendent

Sonali Murarka, Director-Office of Charter Schools

RENEWAL DENIED

DATE: November 20, 2019

SUBJECT: **Roses in Concrete Renewal Request**

School Overview

Roses in Concrete ("RiC" or "charter school") was founded in 2015. The school is located in East Oakland in the Laurel neighborhood (District 4, Skyline High School Attendance Area) and currently enrolls 231 students in grades K-8.

Recommendation

Staff recommends that the Roses in Concrete renewal request for a five-year term (2020-2025) be **denied**.

Standard for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code §47607(b) and 47605(b). For clarity, the Office of Charter Schools has organized the renewal standards into three areas that summarize the criteria established in Education Code. All standards must be met in order to recommend renewal. The three standards for renewal are as follows:

I. The school is academically sound
II. The school is demonstrably likely to be able to implement the proposed program
III. The school's plans for a future charter term are "reasonably comprehensive"

Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." (Ed. Code §476067(a)(3)(A).)

Procedure

1) The charter school submitted a performance report to the Office of Charter Schools for review.
2) The Office of Charter Schools conducted a site visit on September 23-24, 2019. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board members), classroom observations, and a review of the school's documents, policies, financials and petition.
3) The charter school submitted a renewal request to the OUSD Board of Education at a regularly scheduled meeting on October 23, 2019.
4) A public hearing was held on November 6, 2019.
5) A decision hearing is being held on November 20, 2019.

Summary of Major Findings

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

Strengths

- The School Quality Review revealed an ambitious, unique vision at Roses in Concrete that centers on ethnic studies and celebrates students' ancestry.
- The School Quality Review also found evidence of strong community-family partnerships at the school that focus on caring for the whole family.
- The teaching staff at Roses in Concrete is one of the most diverse among OUSD charter schools and reflects the student population served at the school.

Challenges

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

- Roses in Concrete performed below nearly all its comparison schools in all years of its term. In middle school in particular, the school is performing significantly below its comparison schools.
- Of the key student groups highlighted in this report (African American students, Latinx students, English Learners, students with disabilities, and economically disadvantaged students), all of them performed below the OUSD average for at least half of the charter term. Furthermore, all of the student groups at Roses in Concrete performed below the OUSD average in 2018-19.
- The school's academic performance has been largely flat at its low level throughout the charter term, therefore providing no evidence that the school is on an upward trajectory. The school's low performance is particularly striking given that the school serves fewer economically disadvantaged students, English Learners, and students with disability than the OUSD average.
- The School Quality Review found little evidence of students being exposed to rigorous, relevant tasks in class.
- The Office of Charter Schools acknowledges that Roses in Concrete believes it should be measured on other indicators besides State test scores. However, the limited data provided to the Office of Charter Schools is not compelling enough to outweigh the significant concerns outlined above.
    - The indicators of progress provided by Roses in Concrete rely on teacher self-reported ratings of students, which are subjective.
    - Non-academic data on the high turnover among students at the school, as well as the number of and nature of complaints received from families (see Appendix), do not support the school's contentions around a strong culture/climate.

Table of Contents

I.   Renewal Standard I: The School is Academically Sound

A. Background Information

Definition

Renewal Standard I corresponds to Education Code §47607(b)(4)(A) which states:

> *The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*

Renewal Standard I also corresponds to Education Code §47605(b)(1), which states a renewal petition may be denied if *"The charter school presents an unsound educational program for the pupils to be enrolled in the charter school."*

Comparison Schools Analysis as a Requirement for Charter Renewal

Education Code §47607(b) establishes the importance of the school's academic performance when evaluating a school's request for renewal. Specifically, charter schools which have been in operation for four years must meet at least one of the follow criteria[1] in order to receive approval for the renewal of its charter:

> (1) ~~Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.~~
>
> (2) ~~Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
>
> (3) ~~Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~
>
> (4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
>
> [...]
>
> (5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

B. Evidence of Standard I: Comparison Schools Analysis

Comparison of Academic Performance to District-Run Schools Serving Similar Student Populations

The comparison schools shown below were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students along three factors: percent of students that qualify for free and reduced price meals (Socioeconomically Disadvantaged students), percent of students who are English Learners, and percent of students who receive Special Education services (Special Education students).[2]

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[1] With the suspension of STAR testing in 2014 under AB 484 and AB 97, schools no longer have API scores available. Therefore, Education Code §47607(b)(1) through (3) are moot and sections (4) and (5) (for schools that qualify for an alternative accountability system) remain the only thresholds to meet for renewal. The charter school's academic performance on state assessments and outcomes on other indicators found on the California School Dashboard will serve as the primary data drivers for the renewal process.

[2] A more detailed explanation of the methodology used to identify comparison schools can be found in the appendix under the section *Description of Methodology for Identifying Comparison Schools.*

State test proficiency rates (i.e. the percent of students meeting or exceeding standards) for comparable grade spans at each of these schools were then compared to the charter school's proficiency rate. Finally, the OUSD student group average proficiency rate for comparable grade spans was compared to the proficiency rate for numerically significant student groups at the charter school.

Overall, in 2018-19, **RiC performed lower than all 8 of its comparison schools (5 elementary, 3 middle) on both the English Language Arts (ELA) and Math State tests.** With the exception of outperforming one comparison elementary school in ELA in 2016-17, RiC has performed lower than all of its comparison schools on both subject tests in each year of the current charter term.

Elementary School Comparison

- As shown below, RiC served a higher percent of Socioeconomically Disadvantaged students, a slightly higher percent of English Learners, and a lower percent of Special Education students when compared with the comparison elementary schools' median.

- For 2018-19 and two of the other three years of the current charter term, RiC's elementary school proficiency rate was lower than all 5 of its comparison elementary schools on the ELA State test. The percent of RiC elementary students meeting or exceeding standards on the ELA State test has remained flat, decreasing slightly from 21% in 2015-16 to 19% in 2018-19.

- For every year of the current charter term, RiC's elementary school proficiency rate was lower than all 5 of its comparison elementary schools on the Math State test. The percent of RiC elementary students meeting or exceeding standards on the Math State test has decreased from 15% in 2015-16 to 9% in 2018-19.

2018-19 Comparison Elementary Schools Group Enrollment			
School	**% Socioeconomically Disadvantaged** *(schoolwide)*	**% English Learners** *(K-5 grades only)*	**% Special Education** *(schoolwide)*
Cleveland Elementary	46%	20%	8%
Carl B. Munck Elementary	71%	12%	14%
Piedmont Avenue Elementary	75%	18%	14%
Kaiser Elementary	32%	6%	7%
Joaquin Miller Elementary	33%	5%	14%
Comparison Elementary Schools Median	*46%*	*12%*	*14%*
Roses in Concrete	**57%**	**14%**	**9%**

Figure 1. *Source: SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; ENGLISH LEARNERS – CDE Downloadable Data Files (English Learners by Grade & Language)*

Figure 2. *Source: CAASPP Research Files*

Figure 3. *Source: CAASPP Research Files*

Middle School Comparison

- As shown below, RiC served a slightly higher percent of Socioeconomically Disadvantaged students, a higher percent of English Learners, and a lower percent of Special Education students when compared with the comparison middle schools' median. Since the school was expanding grade levels during the current charter term, it only has scores for middle school students starting in 2017-18.

- For both 2017-18 and 2018-19, RiC's middle school proficiency rate was substantially lower than all 3 of its comparison middle schools on the ELA State test. The percent of RiC middle school students meeting or exceeding standards on the ELA State test increased slightly from 10% in 2017-18 to 12% in 2018-19.
- For both 2017-18 and 2018-19, RiC's middle school proficiency rate was substantially lower than all 3 of its comparison middle schools on the Math State test. The percent of RiC middle students meeting or exceeding standards on the Math State test decreased from 7% in 2017-18 to 2% in 2018-19.

2018-19 Comparison Middle Schools Group Enrollment			
School	% Socioeconomically Disadvantaged *(schoolwide)*	% English Learners *(6-8 grades only)*	% Special Education *(schoolwide)*
Edna Brewer Middle	57%	8%	16%
Montera Middle	54%	7%	17%
Claremont Middle	42%	6%	16%
Comparison Middle Schools Median	***54%***	***7%***	***16%***
Roses in Concrete	**57%**	**16%**	**9%**

Figure 4. *Source: SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; ENGLISH LEARNERS – CDE Downloadable Data Files (English Learners by Grade & Language)*
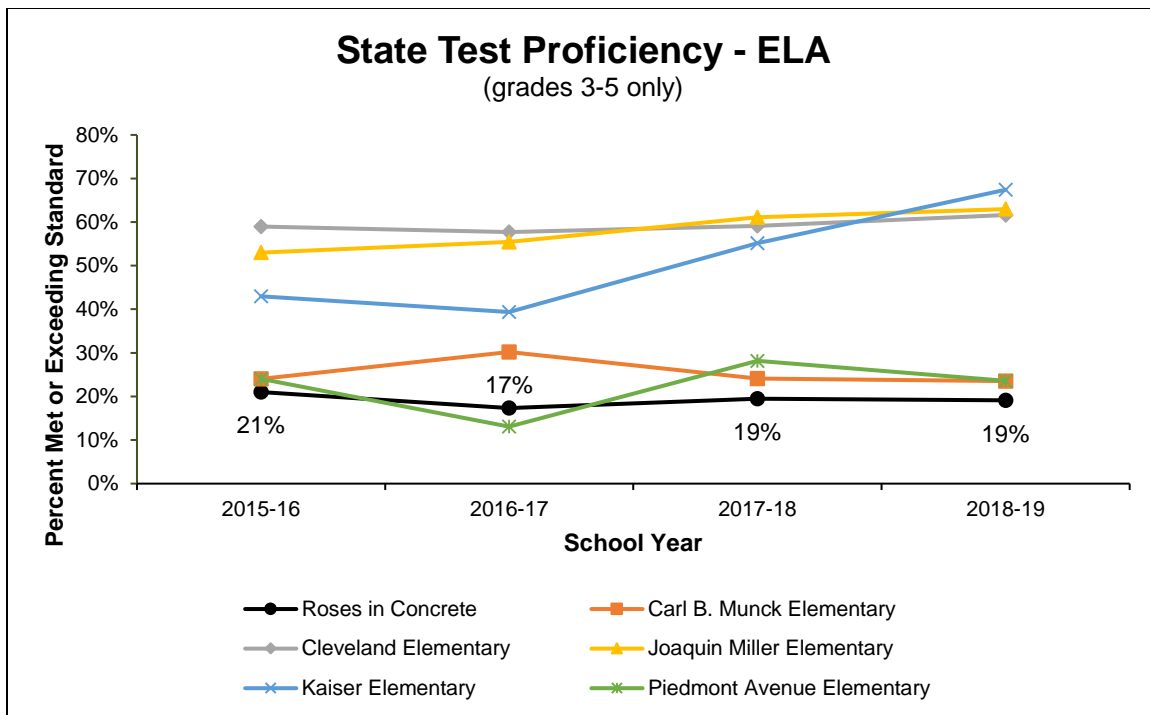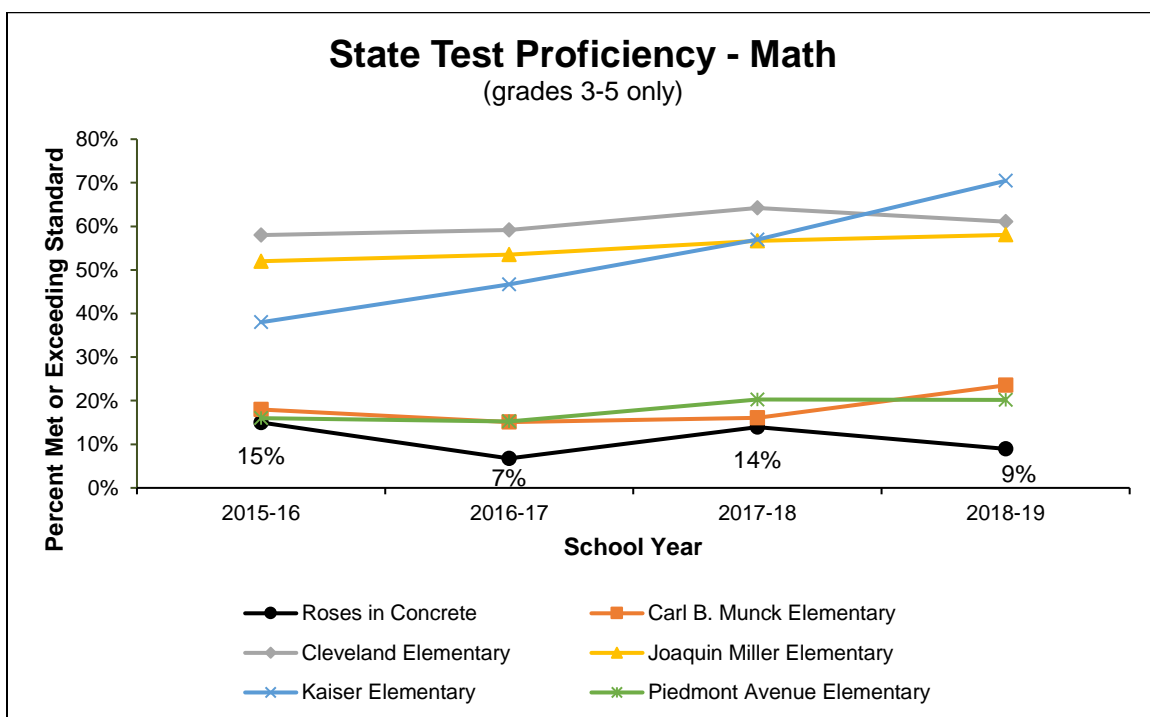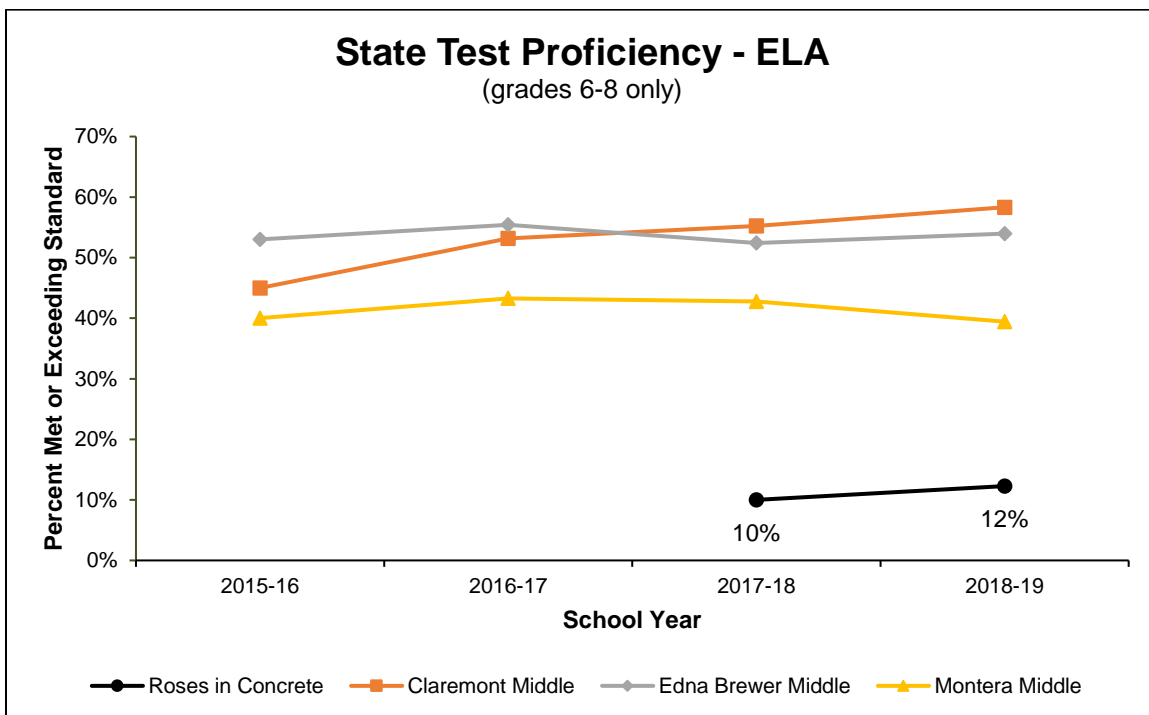

Figure 5. *Source: CAASPP Research Files*

State Test Proficiency - Math
(grades 6-8 only)
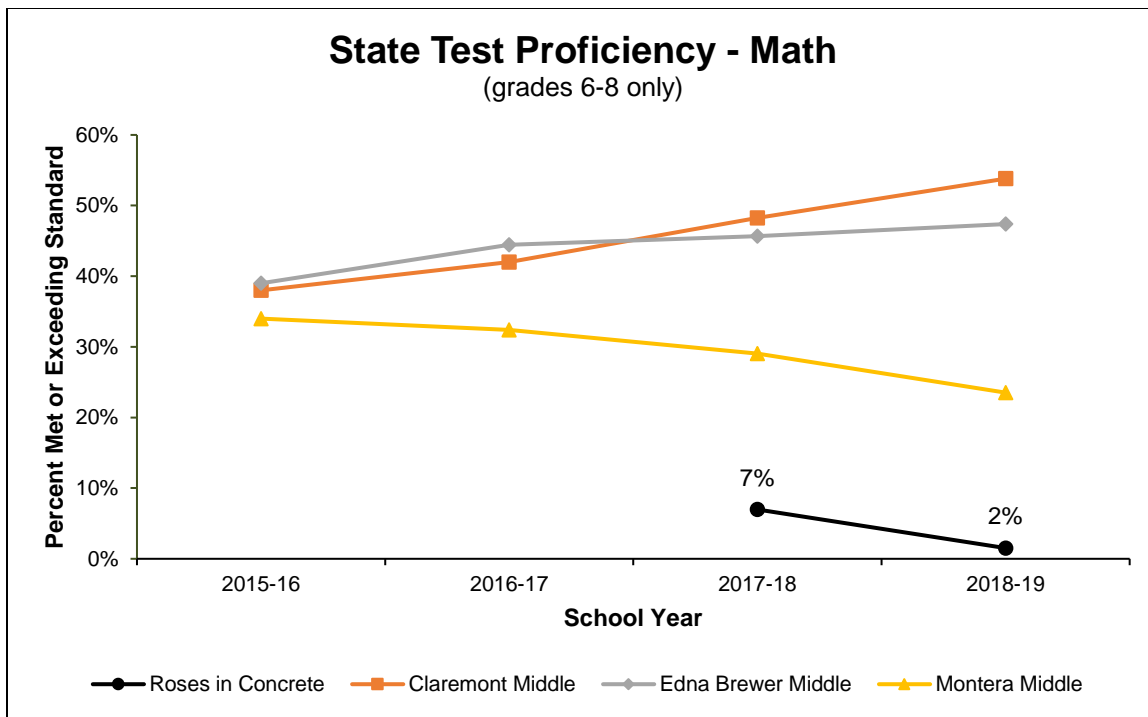
Figure 6. *Source: CAASPP Research Files*

Comparison of Academic Performance to District Average for Key Student Groups

The following figures compare the school's performance (average of ELA and Math) to the district average for the following five student groups: Black/African American students, Hispanic/Latinx students, socioeconomically disadvantaged students, Special Education students, and English Learners. The district average is calculated using a similar grade span to the charter school. As shown in the figures below:

- RiC has generally underperformed relative to the OUSD average for four of the five student groups.
- Although English Learners at RiC slightly outperformed district students from this group in two of the four years (2016-17 and 2017-18), RiC's English Learner proficiency rate decreased to 0% in 2018-19, 8 percentage points lower than the district's English Learner proficiency rate.
- Black/African American and Hispanic/Latinx students at RiC outperformed the district for one of the four years of the charter term, but, respectively, performed 10 and 7 percentage points lower than similar students in the district in 2018-19.
- Special Education and Socioeconomically Disadvantaged students at RiC had lower proficiency rates than similar student groups at the district for all years of the current charter term for which data was publicly available, underperforming relative to district students by 9 and 10 percentage points, respectively, in 2018-19.

Black/African American

State Test Proficiency - Black/African American
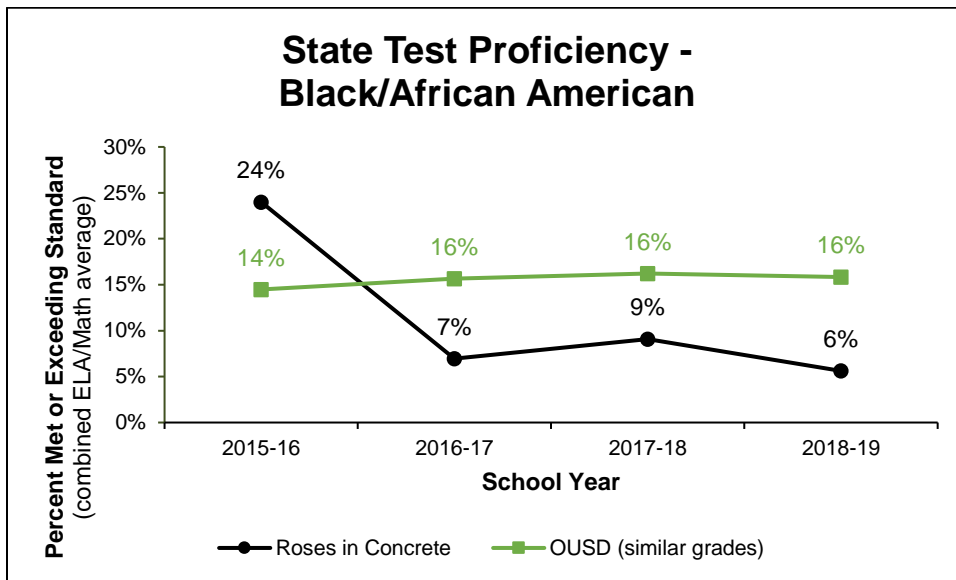
Figure 7. *Source: CAASPP Research Files*

Hispanic/Latinx

State Test Proficiency - Hispanic/Latinx

Figure 8. *Source: CAASPP Research Files*

Special Education

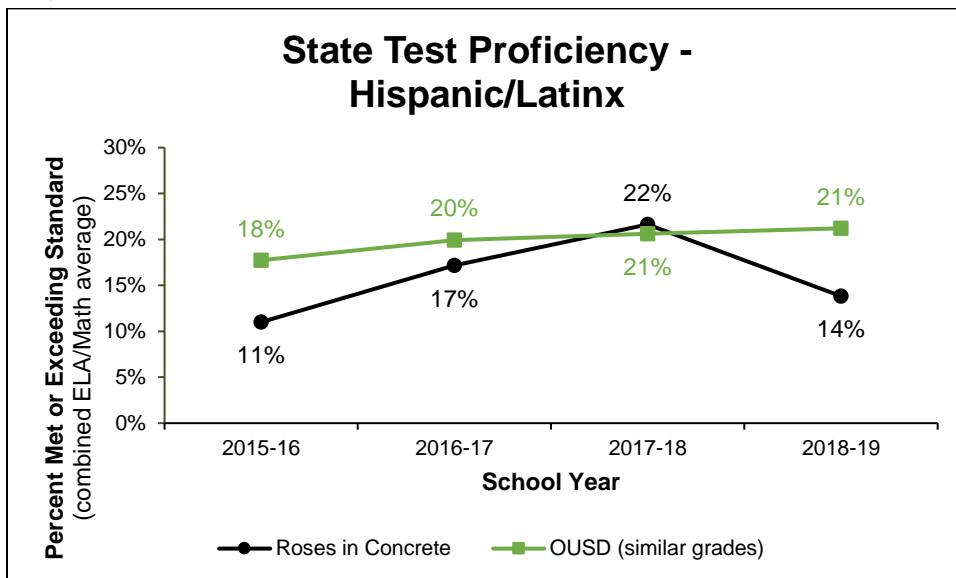Due to the low number of Special Education students with scores at RiC, State test outcomes for this student group are not publicly available for the first two years of the current charter term.
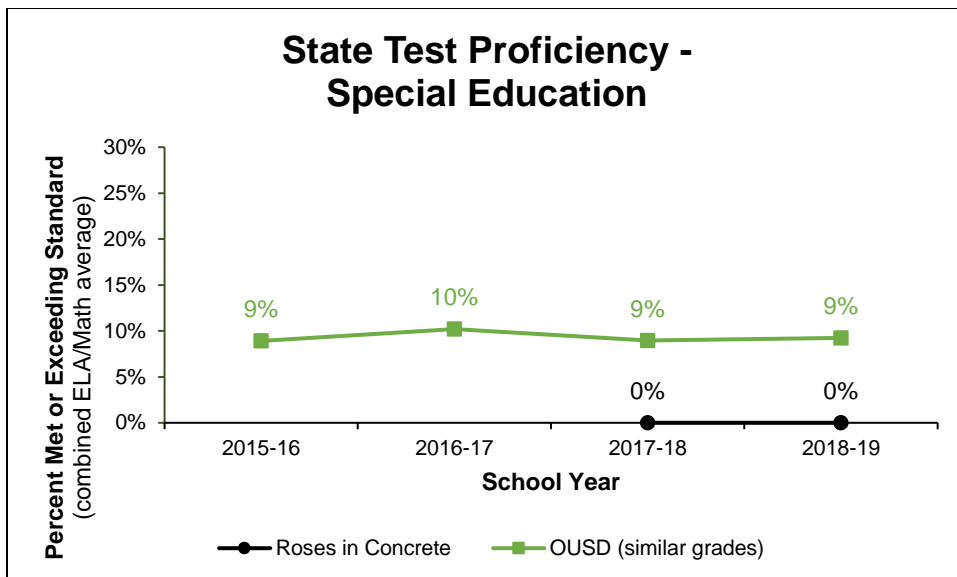
Figure 9. *Source: CAASPP Research Files*
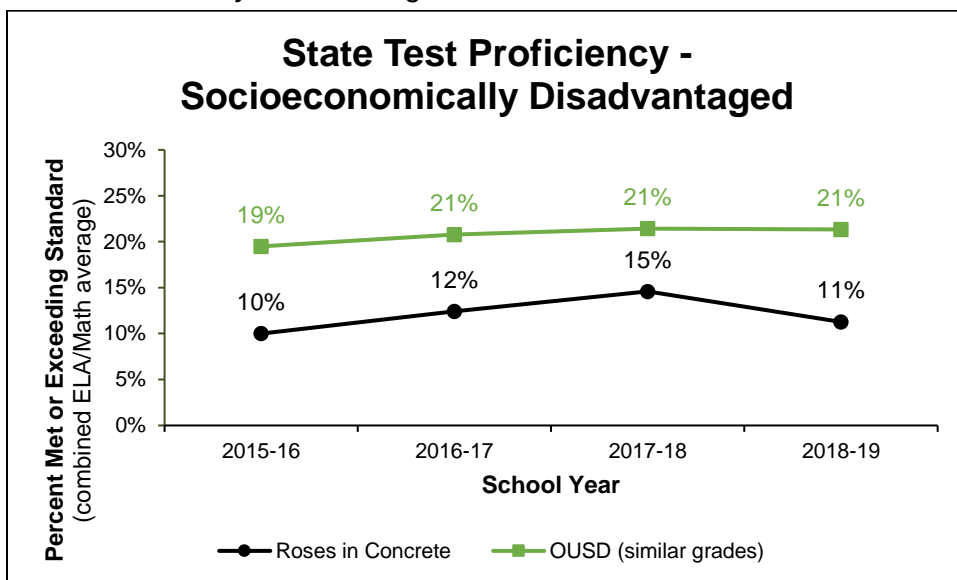
Socioeconomically Disadvantaged

Figure 10. *Source: CAASPP Research Files*

English Learner
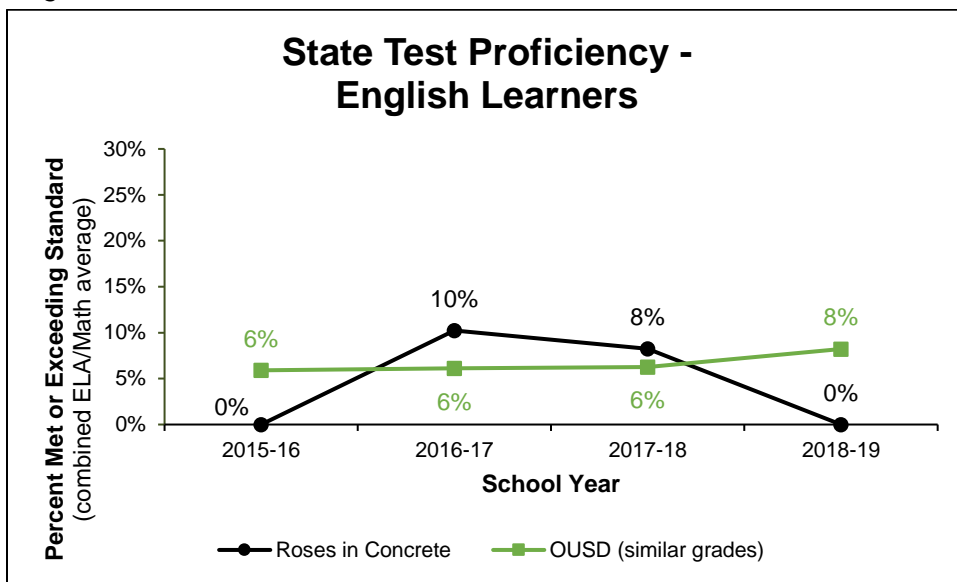
Figure 11. *Source: CAASPP Research Files*

C. Evidence for Standard I: School Performance Analysis

The School Performance Analysis (SPA) was developed and is being piloted to serve as a tool for determining whether the school met a minimum performance threshold on a variety of indicators based on State Dashboard and CORE growth metrics. For each indicator, a determination is made whether the school met the threshold schoolwide and for an "equity" category, consisting of a combination of historically underserved student groups. 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. Since the State Dashboard is generally not updated until early December for the prior year, the Office of Charter Schools used similar data provided by schools to CORE as a substitute for 2018-19 State Dashboard data. However, RiC failed to provide the necessary information to CORE in a timely manner, resulting in limited availability of 2018-19 data.[3]

Based on the data available at the time of this report, RiC met 0 of 4 indicators in 2018-19, 4 of 8 indicators in 2017-18, and 6 of 6 indicators in 2016-17. RiC is considered to be performing **below** the minimum performance level for renewal.

Indicator	2016-17 (prior year)		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met	Met	Met	**Not Met**	**Not Met**	**Not Met**
Mathematics	Met	Met	Met	**Not Met**	**Not Met**	**Not Met**
Suspension	Met	Met	Met	Met	-	-
Chronic	-	-	**Not Met**	**Not Met**	-	-

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[3] The Office of Charter Schools sent a communication in June 2019 to charter leaders that it planned to use data provided by CORE for schools going through renewal in 2019-20. Despite this communication and several follow-up reminders and requests from the Office of Charter Schools and individuals at partnering organizations, RiC failed to submit the necessary data to CORE in a timely manner. Therefore, at the time this report was being written, only limited State test data, particularly for most student groups, and no suspension or chronic absenteeism data was available for 2018-19.

Absenteeism						
Total *To meet, school must meet >50% of schoolwide/equity indicators for each year.*	**Met** (Met 100%; 6 of 6)		**Not Met** (Met 50%; 4 of 8)		**Not Met** (Met 0%; 0 of 4)	

Figure 12. *Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files*

SCHOOLWIDE			
ACADEMIC INDICATORS *To meet, school must have __either__ California School Dashboard Color Orange or higher __or__ CORE Growth Level Medium or higher (i.e. > 30th percentile).*			
English Language Arts State Test	Dashboard Color	**Red** *DFS[4] = -87.6; declined 8.9 points*	**Not Met**
	CORE Growth Level	(data unavailable)*	
Mathematics State Test	Dashboard Color	**Red** *DFS = -125.9; declined 33.5 points*	**Not Met**
	CORE Growth Level	(data unavailable)*	
CULTURE/CLIMATE INDICATORS *To meet, school must have California School Dashboard Color Orange or higher.*			
Suspension	Dashboard Color	(data unavailable)*	-
Chronic Absenteeism	Dashboard Color	(data unavailable)*	-

Figure 13. *Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files*
* Dashboard data for 2018-19 was not yet available and the charter school did not provide the necessary data to CORE on time.

EQUITY											
To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on __either__ Dashboard Color __or__ CORE Growth Level metric.											
Indicator	**Data Source**	**Student Group**								**Met/Not Met**	
		Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color *(DFS; change)*	(data unavailable)*			**Red** *-92.2;* ↑*1.4*	(data unavailable)*				**Not Met** (0 of 1)	**Not Met**
	CORE Growth Level	(data unavailable)*								-	

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[4] Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student's score with the "Standard Met" threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, "Using scale scores, rather than reporting on the percent of students who performed at or above the "Standard Met", provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments." (https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp)

Mathematics State Test	Dashboard Color *(DFS; change)*	**Red** *-138.6; ↓31.4*	(data unavailable)*	**Red** *-125.7; ↓29.4*	(data unavailable)*	**Not Met** (0 of 2)	**Not Met**
	CORE Growth Level	(data unavailable)*				-	
Suspension	Dashboard Color	(data unavailable)*					-
Chronic Absenteeism	Dashboard Color	(data unavailable)*					-

Figure 14. *Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files*

* Dashboard data for 2018-19 was not yet available and the charter school did not provide the necessary data to CORE on time. Publicly available CAASPP data was insufficient for calculating the schoolwide distance from standard for some student groups as not all grade levels had enough students with scores for data to be made publicly available.

D. Evidence for Standard I: School Quality Review Rubric

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR for each charter school was completed by a review team in Fall 2019, and includes classroom observations, a school leader interview, and focus groups of students, families, staff, and Board members. The team also reviewed information from the charter school's performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric[5]. Ratings range from 1 (low) to 4 (high): 1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	2.8
	1B: Leadership & Governance	2.5
2: Building Conditions for Student Learning	2A: Learning Partnerships	1.8
	2B: Multi-Tiered Systems of Support	1.7
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	1.7
	3B: Evidence-Based Professional Collaboration	1.3
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.0
	4B: Data-Driven Instruction	1.7
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	1.3

Figure 15. *Source: Assessment by the SQR review team after site visit conducted on September 23 and 24, 2019.*

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[5] The full SQR Rubric used for this evaluation can be found at www.ousdcharters.net/renewing-charter-schools.html.

II. Renewal Standard II: The School is Demonstrably Likely to Be Able to Implement the Proposed Program

Renewal Standard II corresponds to Education Code §47605(b)(2) which states a petition can be denied if "*The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*" Renewal Standard II includes a broad review of school practices and data related to the school's sustainability including financial practices, enrollment data, compliance with regulatory elements, governance/board health and effectiveness, pursuit of its Measurable Pupil Outcomes, and standing with families and community members (as reflected in the School Quality Review rubric).

A. Evidence for Standard II: Financial Practices

Financial Reporting Data

The charter school is in adequate financial standing. There is a projected large deficit spending for 2018-19 that is concerning, at far more than 20% of its fund balance. The school's steep loss in enrollment of over 130 students from 2018-19 to 2019-20 also presents financial concerns. Otherwise, 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.

Financial Indicator	2015-16	2016-17	2017-18	2018-19 [Unaudited]
Deficit Spending	$0	$0	$0	$(457,266)
Ratio: Deficit to Ending Fund Balance	0.00%	0.00%	0.00%	-57.84%
Debt Ratio	0.25	0.53	0.42	N/A
Ending Fund Balance	$765,365	$867,245	$1,247,870	$790,605
Major Audit Finding	None	None	None	N/A
3% Reserve	Yes	Yes	Yes	Yes

Figure 16. *Source: Audit, Attendance, and State P2 Reports.*

B. Evidence for Standard II: Enrollment

Student Enrollment

Total Enrollment by Year
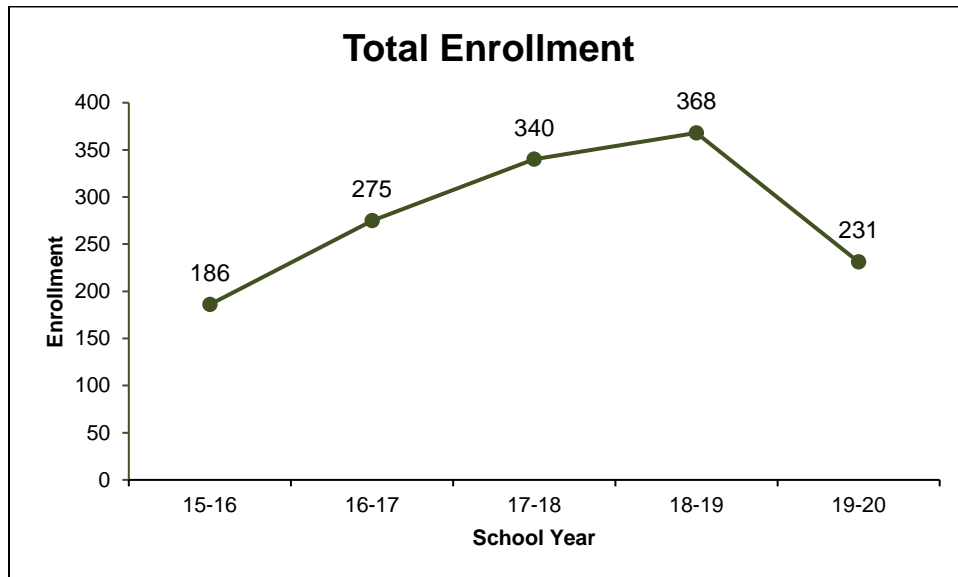
Total Enrollment

Figure 17. *Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – first end-of-month enrollment report submitted to OUSD (as of 8/23/19)*

Enrollment by Grade Level

2019-20 Enrollment by Grade
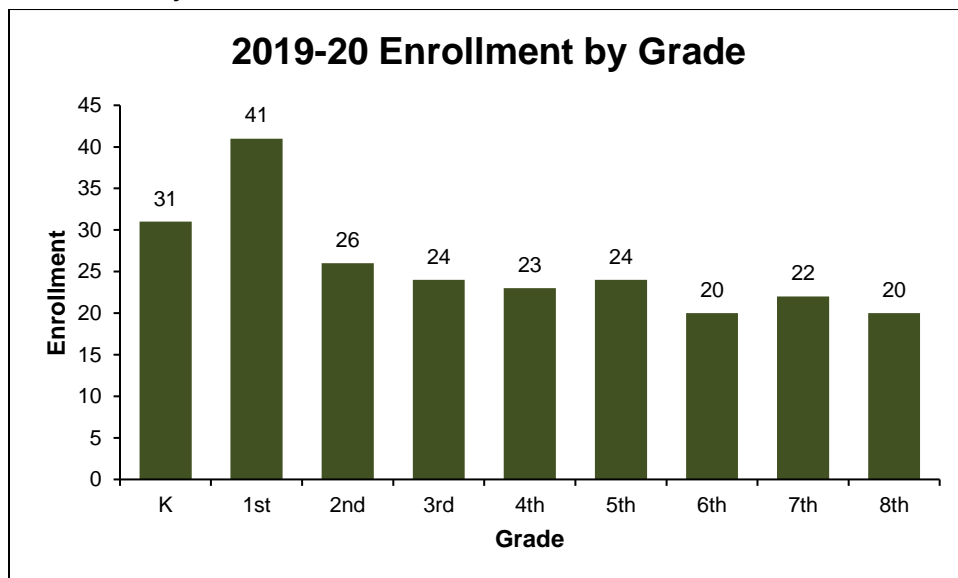
Figure 18. *Source: First end-of-month enrollment report submitted to OUSD (as of 8/23/19)*

Enrollment Demographics

2018-19 Charter School vs. OUSD Student Group Enrollment Comparison			
Student Group Type	**Student Group**	**Charter School**	**OUSD** (including charter schools)
Ethnicity	Hispanic/Latinx	33%	46%
	Black/African American	40%	24%
	Asian	0%	12%
	White	2%	10%
	Two or More Races	7%	4%
	Other Race/Ethnicity	3%	2%
	Not Reported	16%	2%
Other Student Groups	Socioeconomically Disadvantaged	57%	74%
	English Learners	15%	31% (K-8 only: 35%)
	Special Education	9%	13% (excluding charter schools: 14%)

Figure 19. *Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education – OUSD Department of Research, Assessment, and Data*

Special Education Enrollment
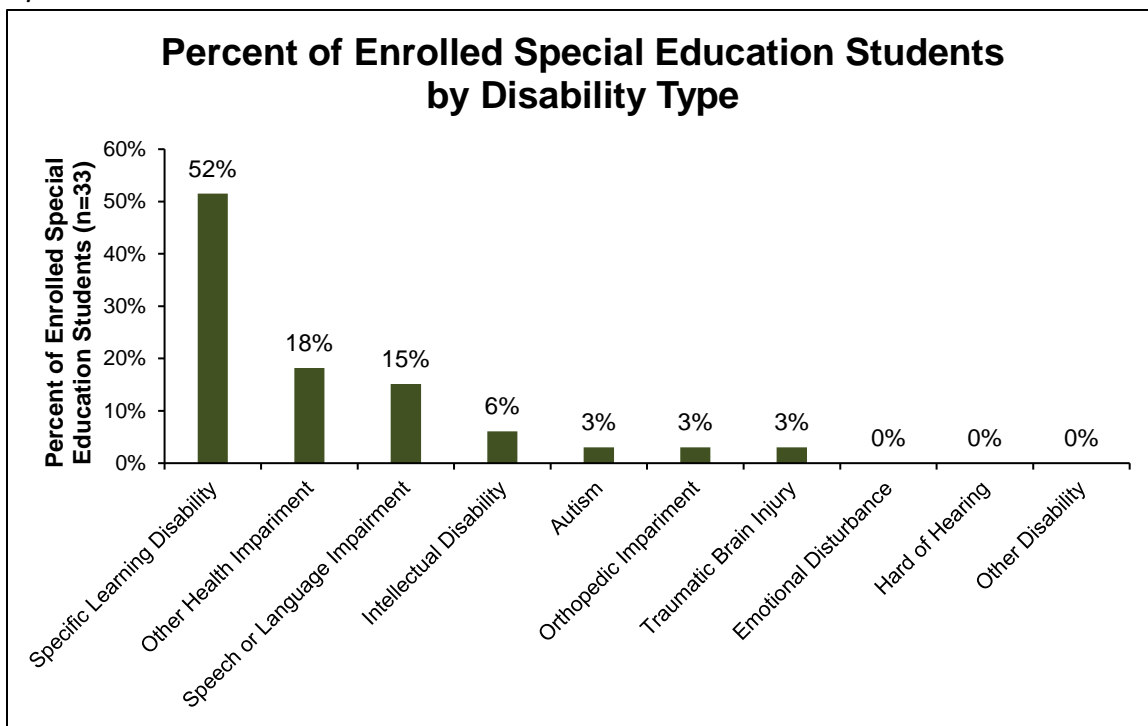
Figure 20. *Source: December 2018 CASEMIS Count Report*

C. Evidence for Standard II: Compliance

Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the

issue and resolve the Notice of Concern.[6] RiC has received 4 Notices of Concern over the course of the current charter term.

School Year	Notices of Concern	Area(s) of Concern
2015-16	0	--
2016-17	1	Complaint policy
2017-18	0	--
2018-19	3	Suspension/Expulsion Policy
2019-20	0	--

Figure 21. *Source: OUSD Office of Charter Schools Notice of Concern documentation*

Website Audit

According to the audit below, RiC is in compliance as all required documentation is posted on their website.

Report/Item	Posted?	Note
SARC Report (E.C. 35258)	Yes	-
Board Agenda & Meeting Date (E.C. 54950)	Yes	-
Gender Equity / Title IX (E.C. 221.61)	Yes	-
LCAP Report (E.C. 47606.5 (h))	Yes	-
Employee Code of Conduct (E.C. 44050)	Yes	-
Education Protection Account (E.C. CA CONST Art 13, Section 36 (e)(23)(B)(6))	Yes	-

Figure 22. *Source: OUSD Office of Charter Schools charter school website audit conducted on 11/8/19.*

Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the Charter School and for all District school teachers.

Credential Term	Number of Teachers (%)	
	Charter School	**OUSD[7]**
Clear	7 (58%)	1,473 (66%)
Preliminary	1 (8%)	450 (20%)
Intern	0	120 (5%)
Emergency	1 (8%)	168 (8%)
Missing Data	0	30 (1%)
In Process[8]	3 (25%)	N/A
Total	**12 (100%)**	**2,241 (100%)**

Figure 23. *Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of September 2019; OUSD – 2018-19 Teacher Credentials Report available at www.ousddata.org*

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[6] 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.

[7] OUSD data as of Sept. 1, 2018. There is approximately a 3-month lag in processing credential and waiver applications by the Commission on Teacher Credentialing (CTC). Therefore, districtwide data for the 2019-20 school year will not be available until early 2020.

[8] Credential and/or waiver application submitted, but currently still being processed by the CTC.

D. Evidence for Standard II: Board Health and Effectiveness

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

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

- The governing board acts as an effective decision making body which meets its governance obligations.
- The governing board is active, knowledgeable, and invested in academic achievement of all student groups.
- The governing board works to foster a school environment which is viable and effective.
- The governing board abides by appropriate policies, systems, and processes in its oversight.

Board Effectiveness Ratings

Indicator	Met/Not Met
The governing board is an effective decision making body which is active and meets its governance obligations.	**Met**
The governing board is knowledgeable, and invested in academic achievement of all student groups.	**Met**
The governing board works to foster a school environment which is viable and effective.	**Met**
The governing board abides by appropriate policies, systems, and processes in its oversight.	**Met**

Figure 24. *Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school Board meeting(s).*

E. Evidence for Standard II: Pursuit of Measurable Pupil Outcomes

The following is a summary of the extent to which the school has met its adopted Measurable Pupil Outcomes (MPOs). The charter school voluntarily adopted the District's Collective MPOs in 2015-16 via a material revision in which it set its own targets in each MPO area. A detailed table of the charter school's MPO targets and annual updates is provided in the appendix. RiC did not meet or make substantial progress towards any of the MPOs for which adequate data was provided or publicly available. The charter school did not provide adequate data to assess nearly half of its MPOs.

#	Collective MPO Area	Target	Status[9]
1	Proficiency on ELA state test – schoolwide	Increase 16%, or achieve 37%	Not Met
2	Proficiency on ELA state test –student groups	see appendix	Not Met
3	Proficiency on Math state test – schoolwide	Increase 20%, or achieve 35%	Not Met
4	Proficiency on Math state test –student groups	see appendix	Not Met
5	Proficiency on school's selected ELA/reading assessment – schoolwide	4% annual increase	Incomplete Data
6	Proficiency on school's selected ELA/reading assessment – student groups	see appendix	Incomplete Data
7	Proficiency on English language state test – English Learners	25%	N/A*
8	Chronic absenteeism rate – schoolwide	3%	Not Met
9	Chronic absenteeism rate – student groups	see appendix	Not Met
10	Student and family survey results – school safety	80%	Incomplete Data
11	Student and family survey results – academic instruction	80%	Incomplete Data
12	Student and family survey results – voice in decision-making/opportunity for feedback	80%	Incomplete Data
Summary			
Met	Substantial Progress	Not Met	Incomplete Data
0 (0%)	0 (0%)	6 (55%)	5 (45%)

Figure 25. *Source: Staff analysis of CDE data and annual MPO updates provided by the charter school over the course of the current charter term*

* Data unavailable due to transition from CELDT to ELPAC

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[9] In determining whether to designate an MPO as "not met" or "substantial progress", Office of Charter Schools staff considered the number of years the MPO was met, how close the school was to meeting the MPO each year, the trend over the charter term, and the MPO target's rigor.

III. Renewal Standard III: The School's Plans for a Future Charter Term are "Reasonably Comprehensive"

Renewal Standard III is based on Education Code §47605(b)(4), (5) and (6). This section of Education Code established the minimum requirements of a petition. Specifically, it states a petition can be denied when:

> *(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
>
> *(5) The petition does not contain reasonably comprehensive descriptions of all of [the 15 required elements].*
>
> *(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

During evaluation of the petition, the Office of Charter Schools also confirms that the petition includes additional language required by the District or new regulations.

A. Evidence for Standard III: The Required Fifteen Elements

The following table summarizes staff findings related to whether the petition presents a "reasonably comprehensive" description of the required 15 elements related to a school's operation.

Element (Education Code §47605(b)(5))	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 pupil outcomes	Yes
3. Method by which pupil 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 & safety of students	Yes
7. Means for achieving a racial and ethnic balance	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 pupils residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 26. *Source: Education Code §47605(b)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition*

B. Evidence for Standard III: OUSD-Specified Requirements

OUSD-Specified Requirement	Included/Reflected in Petition?
District Required Language	Yes

Figure 27. *Source: Staff analysis of the charter renewal petition*

IV. Renewal Recommendation Summary

To determine if the charter school has adequately fulfilled each renewal standard, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the two-day 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 standard, as well as a determination of whether the charter school adequately fulfilled the standard.

A. Renewal Standard I: The School is Academically Sound

Strengths

- Clear equity-centered vision, values, and goals.
- Strong community and family partnerships.
- Core values grounded in equity and social justice.

Challenges

- RiC's State test proficiency rates are below comparison schools in 51 out of 52 points of comparison, when considering both subjects and grade spans in all years of the charter term for which data was available.
- Middle school State test proficiency rates are substantially lower than all comparison schools.
- All key student groups performed lower than the OUSD average for 2018-19 and for at least half of the charter term. Specifically,
  - 0% of English Learners were academically proficient in 2018-19,
  - 0% of Students with Disabilities were academically proficient in both 2017-18 and 2018-19,
  - 6% of Black/African American students were academically proficient in the 2018-19 school year and underperformed relative to the OUSD average in each of the three most recent years, and
  - Socioeconomically Disadvantaged students underperformed relative to the OUSD average in all four years of the charter term.
- In the School Performance Analysis, did not meet the minimum performance threshold overall in 2017-18 or for any indicator in 2018-19.

Determination

Based on this analysis, Roses in Concrete is deemed **not academically sound** for the purposes of charter renewal.

B. Renewal Standard II: The School is Demonstrably Likely to Be Able to Implement the Proposed Program

Strengths

- Board has met the minimum standard for all four Board effectiveness indicators.
- Website is in compliance with posting of all required documentation.

Challenges

- Enrollment declined 37% between the 2018-19 and 2019-20 school years.
- RiC received three Notices of Concern regarding its suspension/expulsion policy in the 2018-19 school year.
- Large projected deficit spending for 2018-19.
- Did not meet or make substantial progress on any of its Measurable Pupil Outcomes.

Determination

Based on this analysis, Roses in Concrete is deemed **not demonstrably likely to be able to implement the proposed program** for the purposes of charter renewal.

C. Renewal Standard III: The School's Plans for the Future Charter Term are "Reasonably Comprehensive"

Strengths

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

Challenges

- N/A

Determination

Based on this analysis, Roses in Concrete's petition contains **reasonably comprehensive descriptions** of all required elements set forth in charter law.

D. Recommendation

Based on its analysis of the charter school's performance, staff recommends to **deny** the charter renewal petition for Roses in Concrete. The charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Standards or the standards and criteria established in the California Charter Schools Act[10], which governs charter school renewals. In particular, the analysis in this report finds that (1) the school is not academically sound for purposes of charter renewal, and (2) the school is not demonstrably likely to be able to implement the proposed program. If Roses in Concrete is not renewed by the OUSD Board of Education, the school's charter would expire on June 30, 2020.

V. Appendix

A. Description of Methodology for Identifying Comparison Schools

As an open enrollment district, students in the District are not required to attend schools based on geographic boundaries. In 2019-20, less than half of students in OUSD schools attend their neighborhood school. As such, there is no single way to identify "the public schools that the charter school pupils would otherwise have been required to attend."[11] The comparison schools were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students using the following three factors:

- Schoolwide percent of Special Education students (SPED)
- Grade span (i.e. K-5, 6-8, 9-12) percent of students who are English Learners (EL)
- Schoolwide percent of students who qualify for free or reduced price meals (FRPM)

Specifically, the following steps were taken (summarized in the formula further below) to identify a comparison school group for each grade span served by the charter school.

1. Identified all District-run schools serving students in a similar grade span in 2018-19, excluding alternative education and continuation schools.
2. Excluded schools where the difference between the two school's percentages (rounded to the nearest whole number percentage) was greater than or equal to 25 percentage-points (ppt) on FRPM, 20 ppt on EL, or 10 ppt on SPED.
3. Using 2018-19 CBEDS census date data for each of the three abovementioned student groups, calculated the difference between the charter school's and District school's percentage of total enrollment, and then divided by the districtwide percentage (which includes OUSD-authorized charter schools).
4. Summed the absolute value of the three resulting values.
5. Selected up to 6 schools with the lowest resulting values (or all remaining schools if fewer than 6 schools remained after step 3 above.)

$$\left| \frac{\% \, SPED_{charter} - \% \, SPED_{ds}}{\% \, SPED_{district}} \right| + \left| \frac{\% \, EL_{charter} - \% \, EL_{ds}}{\% \, EL_{district}} \right| + \left| \frac{\% \, FRPM_{charter} - \% \, FRPM_{ds}}{\% \, FRPM_{district}} \right|$$

Note: charter = charter school, ds = district school, and district = districtwide (including OUSD-authorized charter schools)

B. State Test Performance Over Time Versus District-Run Comparison Schools

District-Run Comparison Elementary Schools

Percent Met or Exceeding on State Tests – Elementary Schools (includes only grade 3-5 results for schools serving other grade spans)								
School	**ELA**				**Math**			
	15-16	**16-17**	**17-18**	**18-19**	**15-16**	**16-17**	**17-18**	**18-19**
Carl B. Munck Elementary	24%	30%	24%	24%	18%	15%	16%	24%
Cleveland Elementary	59%	58%	59%	62%	58%	59%	64%	61%
Joaquin Miller Elementary	53%	55%	61%	63%	52%	54%	57%	58%
Kaiser Elementary	43%	39%	55%	67%	38%	47%	57%	70%
Piedmont Avenue Elementary	24%	13%	28%	24%	16%	15%	20%	20%
Comparison Elementary Schools Median	*43%*	*39%*	*55%*	*62%*	*38%*	*47%*	*57%*	*58%*

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[11] Education Code §47607(b)(4)(A)

Roses in Concrete	21%	17%	19%	19%	15%	7%	14%	9%

Figure 28. *Source: CAASPP Research Files*

District-Run Comparison Middle Schools

Percent Met or Exceeding on State Tests – Middle Schools (includes only grade 6-8 results for schools serving other grade spans)								
School	**ELA**				**Math**			
	15-16	**16-17**	**17-18**	**18-19**	**15-16**	**16-17**	**17-18**	**18-19**
Claremont Middle	45%	53%	55%	58%	38%	42%	48%	54%
Edna Brewer Middle	53%	55%	52%	54%	39%	44%	46%	47%
Montera Middle	40%	43%	43%	39%	34%	32%	29%	24%
Comparison Middle Schools Median	*45%*	*53%*	*52%*	*54%*	*38%*	*42%*	*46%*	*47%*
Roses in Concrete	-	-	10%	12%	-	-	7%	2%

Figure 29. *Source: CAASPP Research Files*

C. Comparison of Academic Performance to Comparison Charter Schools

The comparison charters schools shown below were selected using the same methodology used to select district-run comparison schools.

Comparison Charter Elementary Schools

2018-19 Comparison Charter Elementary Schools State Test Outcomes					
School	**State Test Percent Met or Exceeding** *(grades 3-5 only)*		**Student Group Enrollment**		
	ELA	**Math**	**Socioeconomically Disadvantaged** *(schoolwide)*	**English Learner** *(grades 3-5 only)*	**Special Education** *(schoolwide)*
Aspire Berkley Maynard Academy	42%	40%	70%	17%	11%
KIPP Bridge Academy	25%	26%	81%	23%	12%
North Oakland Community Charter	29%	23%	52%	17%	12%
Vincent Academy	15%	14%	81%	22%	10%
Comparison Charter Elementary Schools Median	*25%*	*23%*	*75%*	*19%*	*11%*
Roses in Concrete	19%	9%	57%	14%	9%

Figure 30. *Source: SBAC RESULTS – CAASPP Research Files; ENGLISH LEARNER – CDE Downloadable Data Files (English Learners by Grade & Language; SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report*

Comparison Charter Middle Schools

School	State Test Percent Met or Exceeding *(grades 6-8 only)*		Student Group Enrollment		
	ELA	**Math**	**Socioeconomically Disadvantaged** *(schoolwide)*	**English Learner** *(grades 6-8 only)*	**Special Education** *(schoolwide)*
Aspire Berkley Maynard Academy	48%	34%	70%	7%	11%
Bay Area Technology	23%	12%	60%	18%	9%
Downtown Charter Academy	68%	65%	79%	12%	6%
KIPP Bridge Academy	44%	25%	81%	22%	12%
Lodestar: A Lighthouse Community Charter Public	29%	16%	47%	24%	11%
North Oakland Community Charter	27%	20%	52%	11%	12%
Comparison Charter Middle Schools Median	***37%***	***23%***	***65%***	***15%***	***11%***
Roses in Concrete	**12%**	**2%**	**57%**	**16%**	**9%**

Figure 31. *Source: SBAC RESULTS – CAASPP Research Files; ENGLISH LEARNER – CDE Downloadable Data Files (English Learners by Grade & Language; SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report*

D. Charter School Enrollment Demographics by Year

Student Group Type	Student Group	15-16	16-17	17-18	18-19	19-20
Ethnicity	Hispanic/Latinx	40%	33%	41%	33%	16%
	Black/African American	33%	33%	46%	40%	29%
	Asian	1%	0%	0%	0%	0%
	White	2%	2%	2%	2%	0%
	Two or More Races	7%	6%	9%	7%	54%
	Other Race/Ethnicity	3%	2%	2%	3%	1%
	Not Reported	15%	23%	0%	16%	0%
Other Student Groups	Socioeconomically Disadvantaged	54%	72%	64%	57%	65%
	English Learners	27%	19%	19%	15%	6%
	Special Education	9%	6%	7%	9%	10%
Total Enrollment		**186**	**275**	**340**	**368**	**229**

Enrollment by Year (percent of total enrollment for student groups)

Figure 32. *Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2019-20 DATA – Self-Reported by Charter School in its Charter Renewal Performance Report and in Follow-Up Communications with OUSD Staff*

E. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	10	12	15	16	11
Number of classroom teachers retained from prior year	N/A	5	6	12	6
Percent of classroom teachers retained from prior year	N/A	50%	50%	80%	37.5%

Figure 33. *Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report*

F. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,[12] 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 five-year charter term, the Office of Charter Schools received twenty complaints regarding RiC.

School Year	Complaints	Areas of Concern
2015-16	6	Noise complaint, Poor supervision/safety concerns during pickup, Inconsiderate behavior by school founder and families
2016-17	2	School lunch fee, Unsafe traffic patterns
2017-18	0	-
2018-19	10	Suspension/Expulsion Procedures, Grading, Unclear complaint procedure, Unfair student discipline, Bullying, Retaliation, Student Health/Safety concern resulting in staff termination
2019-20	2	Student Health/Safety concern on school trip provided by The People's Conservatory (former RiC partner), Bullying

Figure 34. *Source: OUSD Office of Charter Schools Complaint Records*

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[12] 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).

G. Collective MPO Targets and Annual Outcomes

	Measurable Pupil Outcome	Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least __(1)__ percent or achieve a level of__(2)__ percent.	16	37	21	17.3	18.12	17	Not Met
2	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least __(1)__ percent or achieve a level of __(2)__ percent.	-	-	-	-	-	-	Not Met
	Hispanic/Latinx	16	29	13	22.6	29.41	19	
	Black/African American	16	48	32	13.9	9.09	9	
	Socioeconomically Disadvantaged	16	26	10	14.8	15.29	16	
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least __(1)__ percent or achieve a level of__(2)__ percent.	20	35	15	6.8	12.12	6	Not Met
4	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least __(1)__ percent or achieve a level of __(2)__ percent.	-	-	-	-	-	-	Not Met
	Hispanic/Latinx	20	29	9	11.8	13.85	9	
	Black/African American	20	36	16	0	9.09	3	
	Socioeconomically Disadvantaged	20	30	10	10	13.89	6	
5	Each year, __(1)__ percent of students will increase __(2)__ on the *(ELA/Reading Assessment)* or achieve proficiency. *ELA/Reading Assessment: Fountas and Pinnell, ARC*	4	On Target	6	0	28.9	(no data provided)	Incomplete Data
6	Each year, for each numerically significant student group,* __(1)__ percent of students will increase __(2)__ on the *(same assessment as #5)* or achieve proficiency.	-	-	-	-	-	-	Incomplete Data

#	Measurable Pupil Outcome							Status
	Hispanic/Latinx	4	On Target	4	0	(no data provided)	(no data provided)	
	Black/African American	4	On Target	4	0	(no data provided)	(no data provided)	
	Socioeconomically Disadvantaged	4	On Target	6	0	(no data provided)	(no data provided)	
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).	25		25	27	(no data provided)	(no data provided)	N/A**
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).	3		3	23.5	26.0	(no data provided)	Not Met [Incomplete Data]
9	Each year, for each numerically significant student group,* have less than _____ percent of students absent more than 10% of the school days (chronic absence).	-	-	-	-	-	-	Not Met [Incomplete Data]
	Hispanic/Latinx	3		1	21.1	25.5	(no data provided)	
	Black/African American	3		0	27.0	30.1	(no data provided)	
	Socioeconomically Disadvantaged	3		1	27.9	32.2	(no data provided)	
10	Each year, at least _____ percent of students and families positively rate school safety.	80		Students: 75 Parents: 85	(no data provided)	Students: not surveyed Parents: 63	(no data provided)	Incomplete Data
11	Each year, at least _____ percent of students and families positively rate academic instruction.	80		Students: 75 Parents: 85	(no data provided)	Students: not surveyed Parents: 37	(no data provided)	Incomplete Data
12	Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	80		Students: 75 Parents: 85	(no data provided)	Students: not surveyed Parents: 31	(no data provided)	Incomplete Data

Figure 35. *Source: Annual MPO Updates provided by charter school to OUSD; CDE Downloadable Data Files; CAASPP Research Files*

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

** Data unavailable due to transition from CELDT to ELPAC

Criteria for Determining Numerical Significance of Student Subgroups	
Applicable MPO(s)	**Criteria for a Subgroup to be Considered Numerically Significant**
2	11 or more students with scores on the ELA SBAC
4	11 or more students with scores on the Math SBAC
6 & 9	30 or more students enrolled at school as of the CBEDS census date (or 15 or more students enrolled for Students in Foster Care subgroup)

Figure 36. *Source: OUSD Collective MPOs*

Charter Renewal Recommendation: Roses in Concrete

OUSD Office of Charter Schools

Presented by Sonali Murarka and Kelly Krag-Arnold

Presented to the OUSD Board of Education

November 20, 2019

OUSD Charter Renewal Standards

I: The school is academically sound

II: The school is demonstrably likely to be able to implement the proposed program

III: The school's plan for a future charter term are "reasonably comprehensive"

Evidence considered by OUSD staff:

- Comparison Schools and Comparison Student Group Analysis
- School Performance Analysis: State Dashboard data and CORE growth
- School Quality Review site visit
- Operations and Compliance: enrollment, financials, Notices of Concern, other

Note: Pursuant to the requirements of SB 1290, the District **"shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."**

Office of Charter Schools Recommendation for Roses in Concrete:

Deny

Renewal Standard I – Academically Sound: **Not Met**

Renewal Standard II – Likely to Implement Proposed Program: **Not Met**

Renewal Standard III – Plans are "reasonably comprehensive": **Met**

Strengths and Challenges

Strengths

- Ambitious, unique vision: focus on ethnic studies, celebrate students' ancestry.
- Evidence of strong community-family partnerships.
- Diverse teaching staff.

Challenges

- Academic performance is flat and below majority of comparison schools in all years. Middle school performance is particularly low.
- All student groups considered performed below the OUSD average for at least half of the charter term.
- Little evidence of students being exposed to rigorous, relevant tasks in class.
- Limited data around other measures of progress provided to OUSD staff is not compelling – based on self-reported ratings from teachers
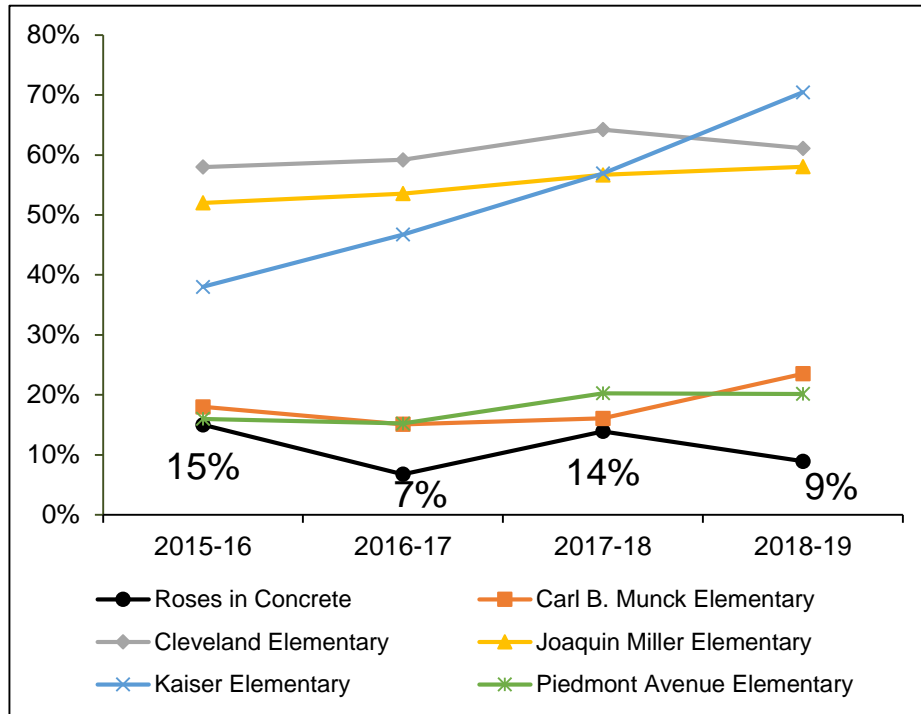
Comparison School Analysis - ES
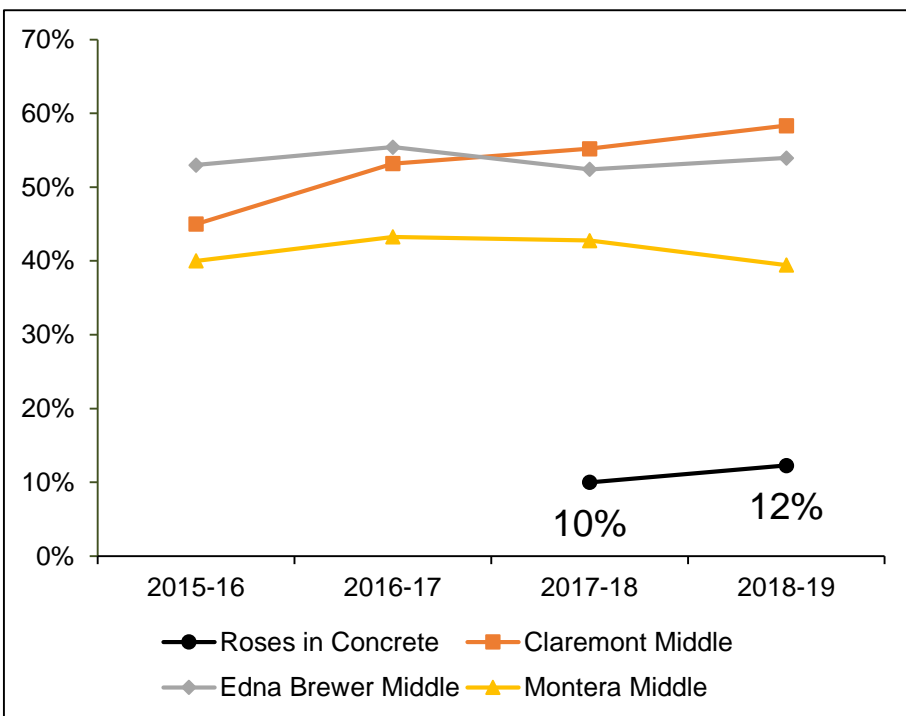

State Test Proficiency – ELA (grades 3-5)
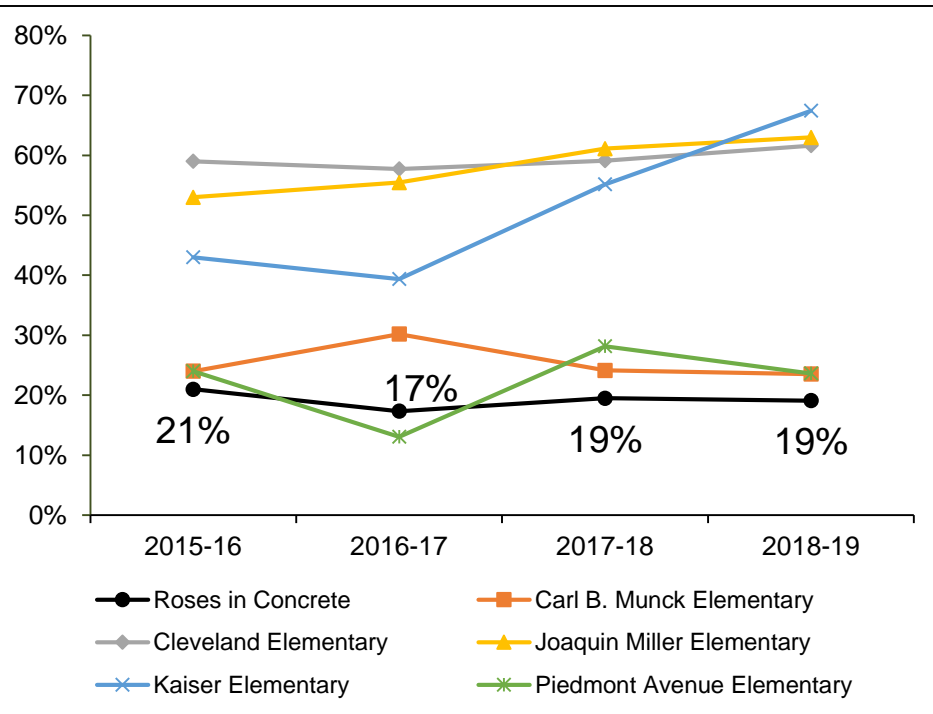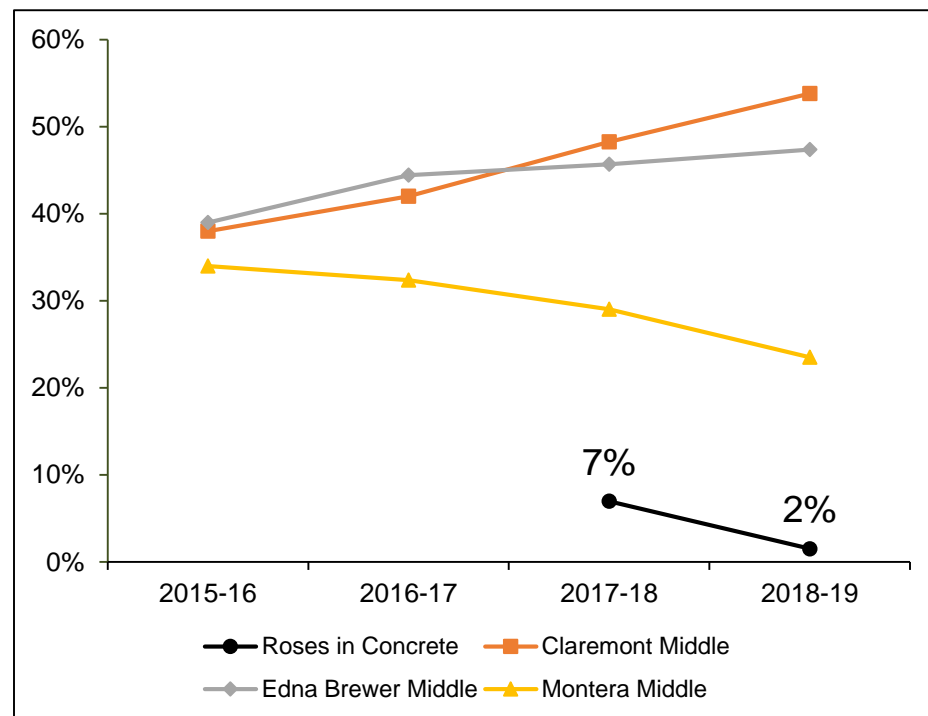
State Test Proficiency – Math (grades 3-5)

Comparison School Analysis - MS

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

State Test Proficiency – ELA (grades 6-8)

State Test Proficiency – Math (grades 6-8)

Analysis of Key Student Groups

Student Group	ES/MS State Test	
	Years performed at/above OUSD	Pct Points above/below OUSD [most recent year]
African-American	**1 of 4**	-10
Latinx	**1 of 4**	-7
Special education	**0 of 2**	-9
Low-income	**0 of 4**	-10
English Learners	**2 of 4**	-8

Enrollment Over Time
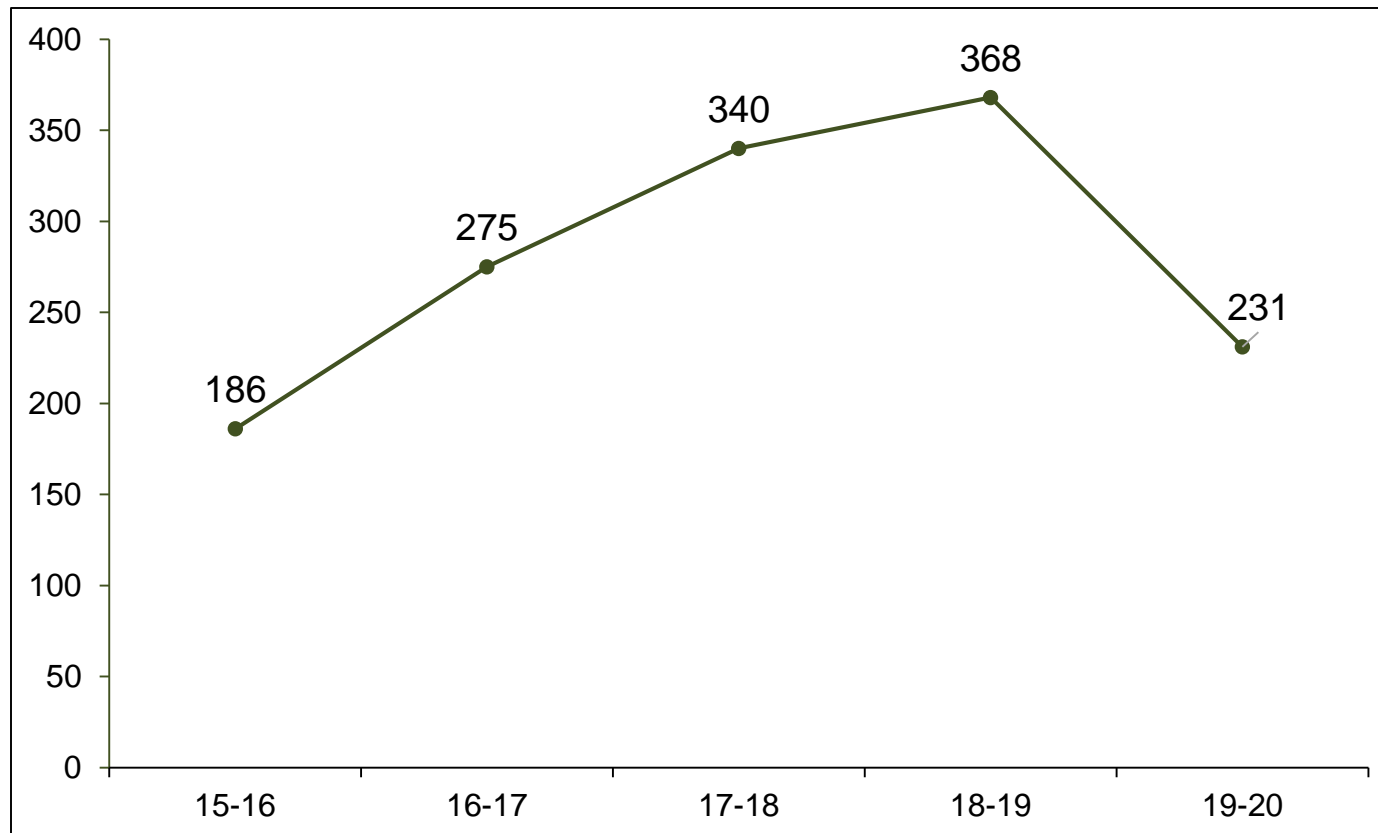
Demographics in 2018-19

Student Group	Charter School	OUSD (including charter schools)
Hispanic/Latinx	33%	46%
Black/African American	40%	24%
Asian	0%	12%
White	2%	10%
Two or More Races	7%	4%
Other Race/Ethnicity	3%	2%
Not Reported	16%	2%
Socioeconomically Disadvantaged	57%	74%
English Learners	15%	31% (K-8 only: 35%)
Special Education	9%	13% (excl charter schools: 14%)

Questions/Discussion