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File ID Number	19-2218
Introduction Date	10/23/19
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Enactment Date	



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Memo

**To** Board of Education

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

**Board Meeting Date** December 2, 2019

**Subject** Charter Renewal Request – Aspire Berkley Maynard Academy

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**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 **approval** of the Aspire Berkley Maynard Academy renewal petition.

**Strengths:**

- Outperformed at least half of its comparison schools in both ELA and Math in both elementary and middle school for nearly all years of the charter term.
- Strong performance among several key student groups highlighted in this report: African American students, Latinx students, economically disadvantaged students, and students with disabilities (in past two years).
- Strong family partnerships and engagement.

Additionally, the following challenges were noted, which will be areas for staff to continue monitoring over the next charter term if the school is approved:

- Relatively high chronic absenteeism rates for past two years
- Lower proportions of students with disabilities and English Learners served at the school

**Fiscal Impact**

The school is proposing to increase its maximum enrollment over the next charter term by about 25 students. Currently, about half of the students at Aspire Berkley Maynard Academy come from outside Oakland, and it is unclear how many of these students would otherwise have attended OUSD schools, so the negative fiscal impact on OUSD is difficult to estimate but is likely small.

**Attachment**

Renewal Recommendation Staff Report  
Renewal Recommendation Presentation



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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File ID Number:	19-2218
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By:	

**TO:** Board of Education  
**FROM:** Kyla Johnson-Trammell, Ed.D., Superintendent  
Sonali Murarka, Director-Office of Charter Schools  
**DATE:** December 2, 2019  
**SUBJECT:** **Aspire Berkley Maynard Academy Renewal Request**

## School Overview

Aspire Berkley Maynard Academy (“Aspire BMA” or “charter school”) was founded in 2005. The school is located in northwest Oakland in the Golden Gate neighborhood (District 1, Oakland Technical High School Attendance Area) and currently enrolls 575 students in grades TK-8.

## Recommendation

Staff recommends that the Aspire BMA renewal request for a five-year term (2020-2025) be **approved**.

## 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 18 and 19, 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 December 2, 2019.

## Summary of Major Findings

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

### *Strengths*

- Outperformed at least half of its comparison schools in both ELA and Math in both elementary and middle school in most years of the charter term. There has been a particularly strong upward trajectory over the charter term in elementary school Math performance (16 percentage points) and middle school ELA performance (11 percentage points).
- Strong performance among several key student groups highlighted in this report: African American students, Latinx students, and socioeconomically disadvantaged students at Aspire BMA have outperformed the OUSD average for those groups throughout the charter term, often by large margins. Students with disabilities at Aspire BMA have significantly outperformed the OUSD average for the past two years.
- The School Quality Review revealed consistent good practices across many areas of the rubric with notable strengths around family partnerships and engagement.

### *Challenges*

In order to be demonstrably likely to successfully implement a sound educational program for all students who may enroll in the school, the Office of Charter Schools would like to see evidence of improvement plans and growth in the following areas over the next charter term:

- Reduce chronic absenteeism rates, which have been high for the past two years both overall and for key student groups: African American students, Latinx students, socioeconomically disadvantaged students, students with disabilities, and English learners.
- Increase the diversity in the proportions of students with disabilities and English learners served at the school: 11% of students at Aspire BMA have disabilities compared to 14% districtwide (excluding charter schools), and 14% of students at Aspire BMA are English Learners, compared to 35% districtwide.

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# 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<sup>1</sup> 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 (b) 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).<sup>2</sup>

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<sup>1</sup> 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.

<sup>2</sup> 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.

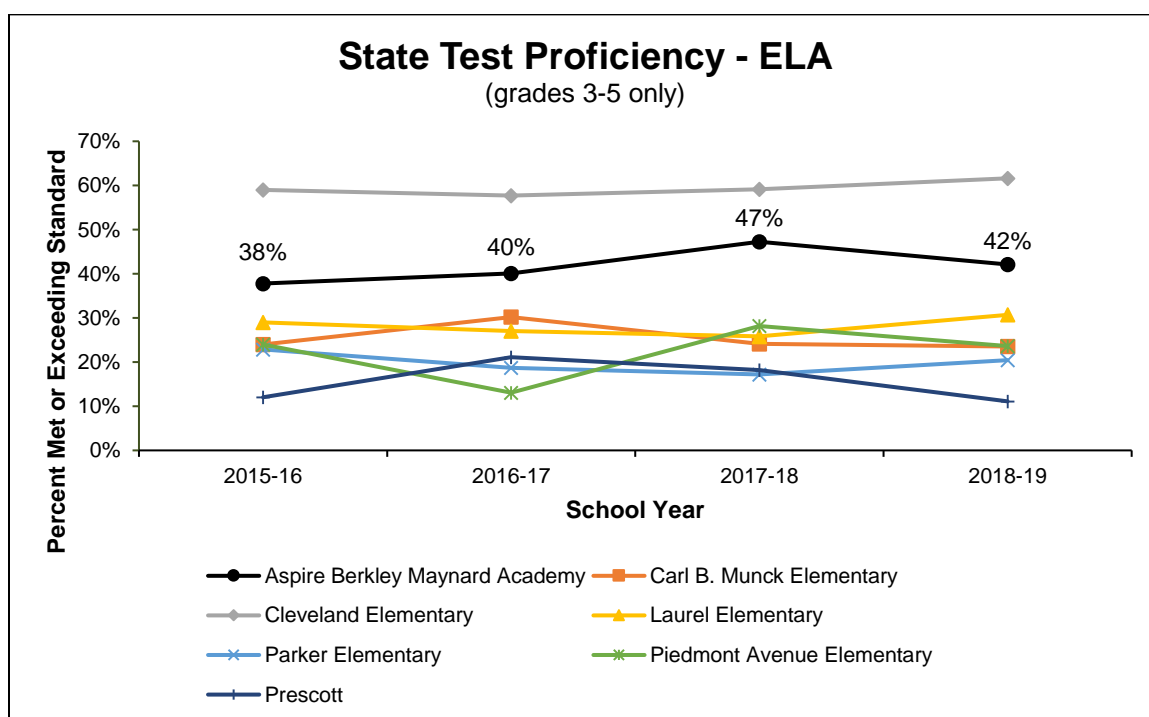
Overall, in 2018-19, **Aspire BMA outperformed 8 of 10 comparison schools on both the English Language Arts (ELA) State test and Math State test.**

### Elementary School Comparison

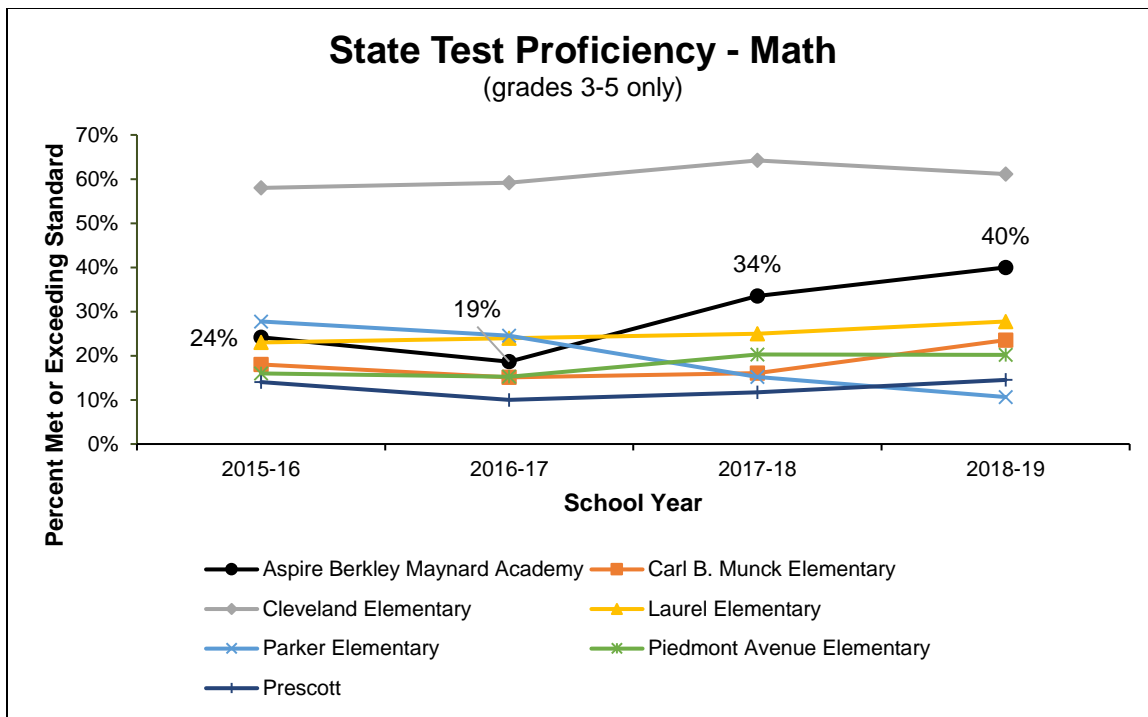
- Aspire BMA has consistently outperformed 5 of its 6 comparison elementary schools in ELA throughout the charter term. Aspire BMA's ELA proficiency rate for grades 3-5 has risen slightly over the charter term, increasing by about 4 percentage points between 2015-16 and 2018-19.
- Aspire BMA has outperformed 5 of its 6 comparison elementary schools in Math in the last two years. Aspire BMA's Math proficiency rate for grades 3-5 has risen significantly over the charter term, increasing by about 16 percentage points between 2015-16 and 2018-19.

2018-19 Comparison Elementary Schools Group Enrollment			
School	% Socioeconomically Disadvantaged (schoolwide)	% English Learners (grades 3-5 only)	% Special Education (schoolwide)
Piedmont Avenue Elementary	75%	18%	14%
Carl B. Munck Elementary	71%	12%	14%
Laurel Elementary	84%	26%	12%
Cleveland Elementary	46%	20%	8%
Prescott	91%	11%	13%
Parker Elementary	93%	22%	13%
<b>Comparison Elementary Schools Median</b>	<b>80%</b>	<b>19%</b>	<b>13%</b>
<b>Aspire Berkley Maynard Academy</b>	<b>70%</b>	<b>17%</b>	<b>11%</b>

**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

- Aspire BMA has outperformed at least half of its comparison middle schools in ELA throughout the charter term. Aspire BMA's ELA proficiency rate for grades 6-8 has risen steadily over the charter term, increasing by about 11 percentage points between 2015-16 and 2018-19.
- Aspire BMA has outperformed 3 of its 4 comparison middle schools in Math in the last two years. Aspire BMA's Math proficiency rate has remained relatively stable over the charter term, with a slight increase of 3 percentage points between 2015-16 and 2018-19.

2018-19 Comparison <u>Middle Schools</u> 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%
Parker Elementary	93%	17%	13%
West Oakland Middle	94%	20%	17%
<b>Comparison Middle Schools Median</b>	<b>75%</b>	<b>13%</b>	<b>17%</b>
<b>Aspire Berkley Maynard Academy</b>	<b>70%</b>	<b>7%</b>	<b>11%</b>

**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)



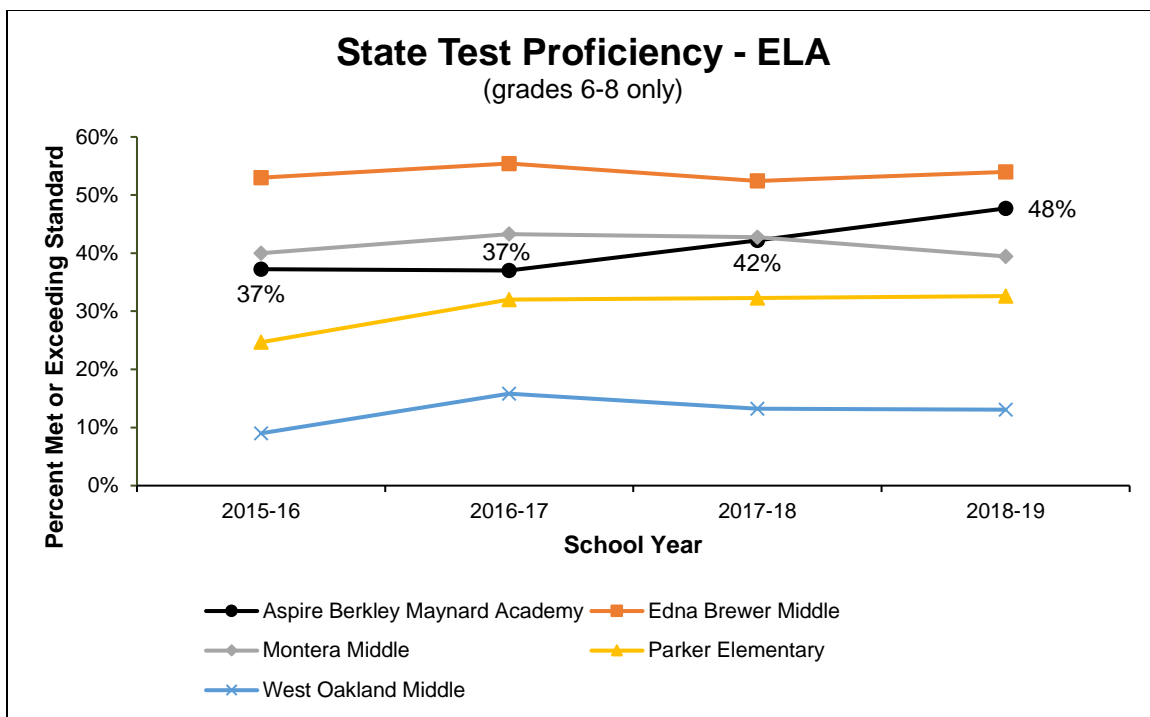


Figure 5. Source: CAASPP Research Files

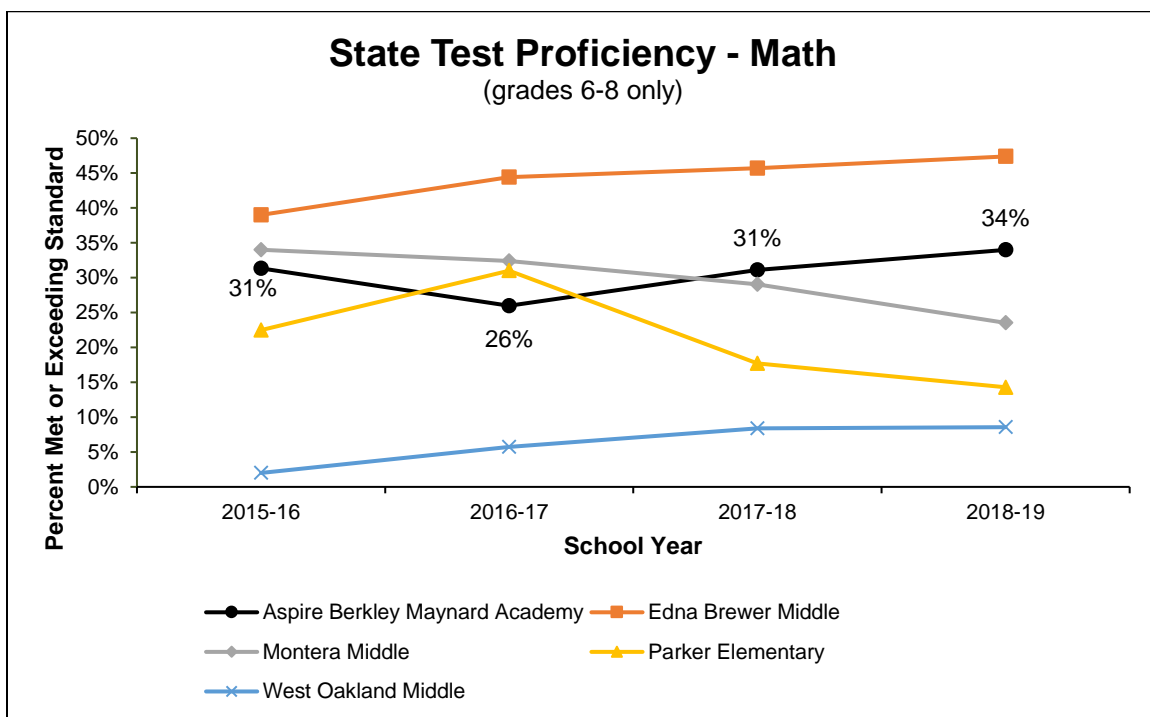


Figure 6. Source: CAASPP Research Files

## 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:

- Aspire BMA has outperformed the district average for all key student groups in nearly all years.

- In 2018-19, African American students and Latinx students at Aspire BMA performed 20 or more percentage points above the district average for those groups.
- Students with disabilities at Aspire BMA performed below the district average for the first two years of the charter term, but had a significant increase in their performance in the past two years and performed 12 percentage points above the district average in 2018-19.

#### Black/African American

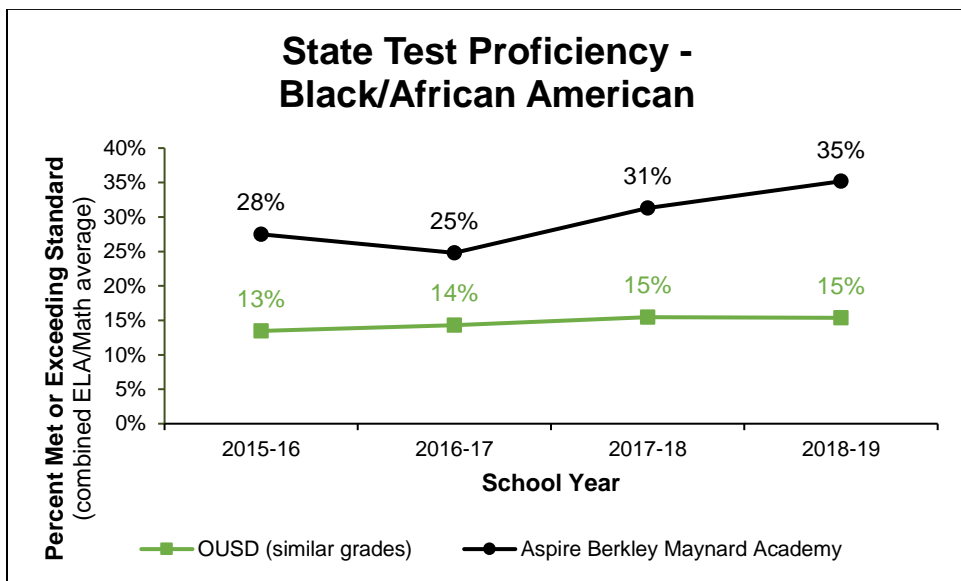


Figure 7. Source: CAASPP Research Files

#### Hispanic/Latinx

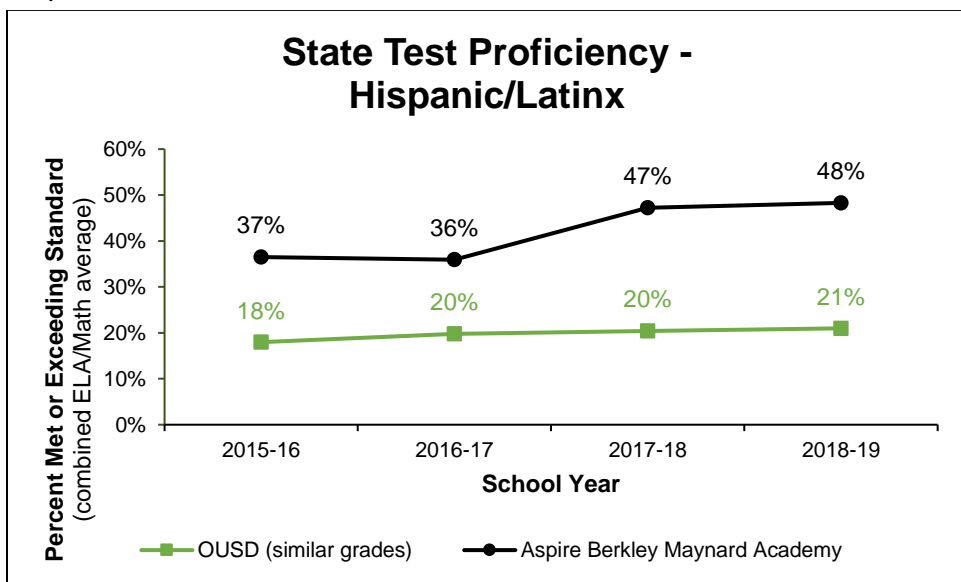


Figure 8. Source: CAASPP Research Files

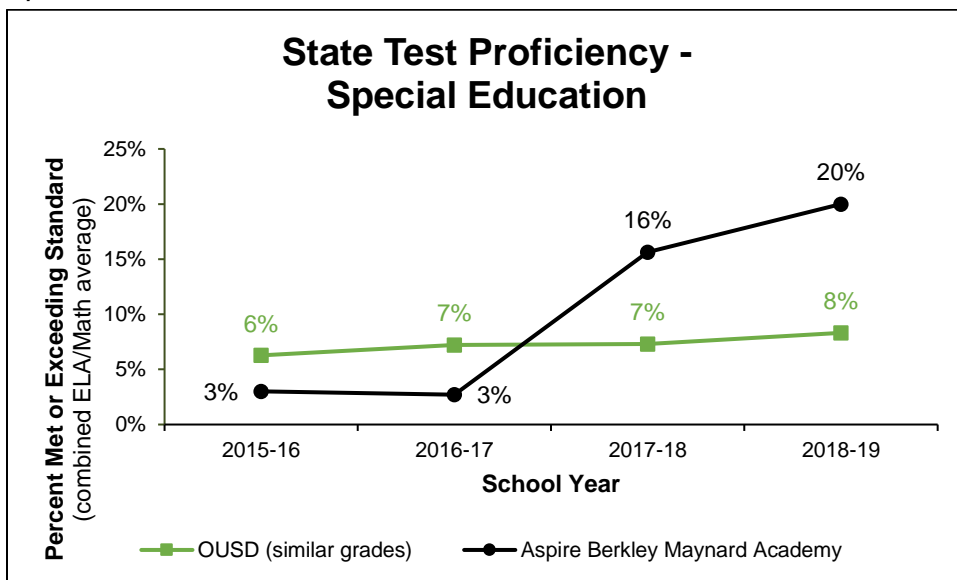


Figure 9. Source: CAASPP Research Files

Socioeconomically Disadvantaged

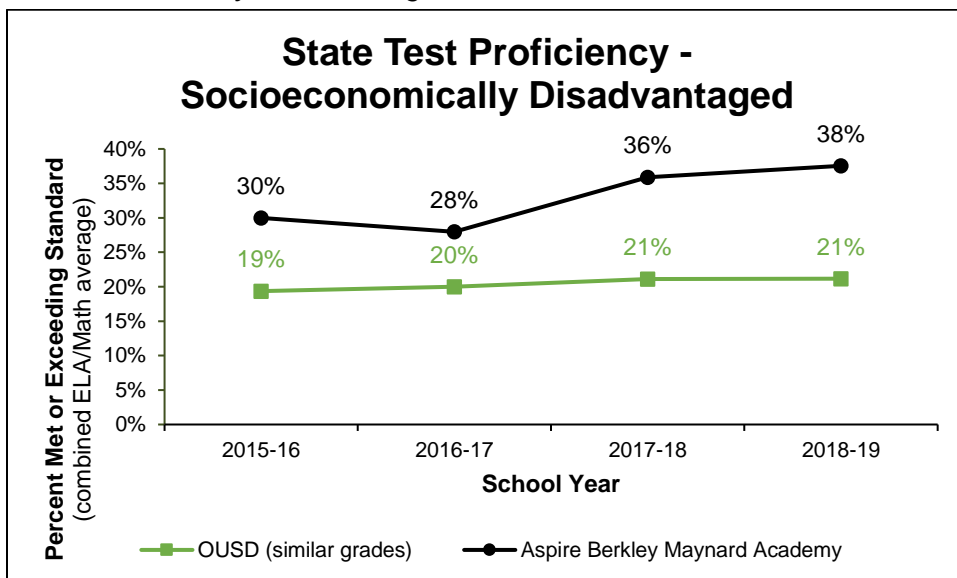


Figure 10. Source: CAASPP Research Files

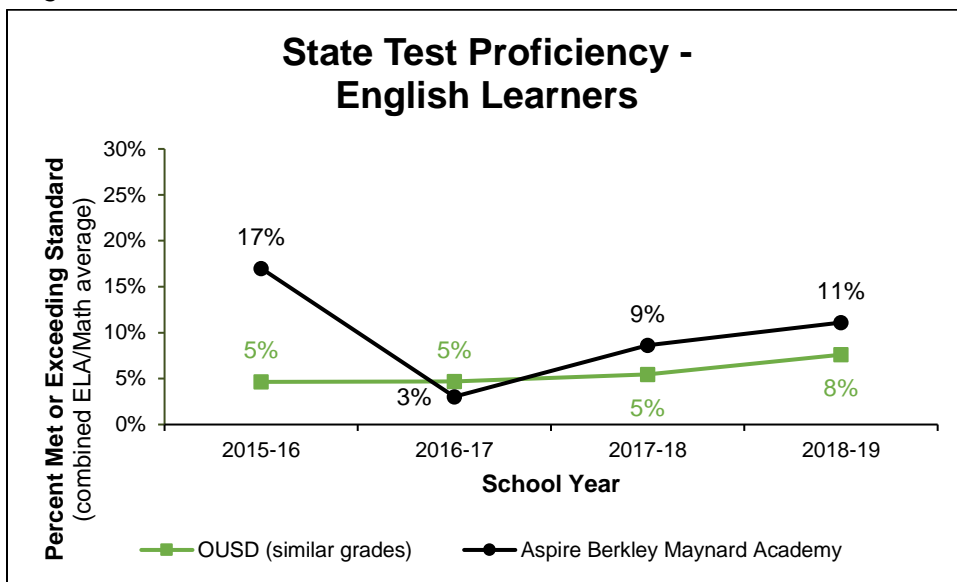


Figure 11. Source: CAASPP Research Files

### 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.

Based on data available at the time of this report, Aspire BMA met the minimum performance threshold for each of the past three years.

Indicator	2016-17 (prior year)		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met	Met	Met	Met	Met	Met
Mathematics	Met	Met	Met	Met	Met	Met
Suspension	Met	Met	Met	Met	Met	Met
Chronic Absenteeism	-	-	Not Met	Met	Met	Not Met
<b>Total</b> <i>To meet, school must meet &gt;50% of schoolwide/equity indicators for each year.</i>	<b>Met</b> (Met 100%; 6 of 6)		<b>Met</b> (Met 88%; 7 of 8)		<b>Met</b> (Met 88%; 7 of 8)	

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

SCHOOLWIDE			
ACADEMIC INDICATORS			
To meet, school must have <u>either</u> California School Dashboard Color Orange or higher <u>or</u> CORE Growth Level Medium or higher (i.e. > 30 <sup>th</sup> percentile).			
English Language Arts State Test	Dashboard Color	<b>Orange</b> DFS <sup>3</sup> = -11; increased 2.6 points	Met
	CORE Growth Level	<b>Low</b> 29 <sup>th</sup> percentile*	
Mathematics State Test	Dashboard Color	<b>Yellow</b> DFS = -32; increased 8 points	Met
	CORE Growth Level	<b>Medium</b> 39 <sup>th</sup> percentile*	
CULTURE/CLIMATE INDICATORS			
To meet, school must have California School Dashboard Color Orange or higher.			
Suspension	Dashboard Color	<b>Yellow</b> 3.6% suspended once; declined 2.1%	Met
Chronic Absenteeism	Dashboard Color	<b>Orange</b> 17.6% chronically absent; increased 0.8%	Met

**Figure 13.** Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files

\* Since CORE only calculates CORE growth for individual grade spans (e.g. K-5, 6-8, etc.), this number is the average of the K-5 and 6-8 growth percentiles weighted by the number of students in each respective grade span.

EQUITY											
<i>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 <b>either</b> Dashboard Color <b>or</b> CORE Growth Level metric.</i>											
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)	<b>Orange</b> -24; no change	<b>Green</b> 2; ↑3	-	<b>Yellow</b> -15; ↑5	<b>Orange</b> -18 ↓9	<b>Red</b> -87 ↓1	-	-	<b>Met</b> (4 of 5)	<b>Met</b>
	CORE Growth Level (percentile)	<b>Low</b> 20%	<b>Medium</b> 40%	-	<b>Low</b> 30%	-	-	-	-	<b>Not Met</b> (1 of 3)	

<sup>3</sup> 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>)

<b>Mathematics State Test</b>	Dashboard Color (DFS; change)	<b>Yellow</b> -47; ↑9	<b>Green</b> -17; ↑5	-	<b>Yellow</b> -38; ↑9	<b>Orange</b> -50 ↓14	<b>Yellow</b> -87 ↑16	-	-	<b>Met</b> (5 of 5)	<b>Met</b>
	CORE Growth Level (percentile)	<b>Low</b> 28%	<b>Medium</b> 49%	-	<b>Medium</b> 39%	-	-	-	-	<b>Met</b> (2 of 3)	
<b>Suspension</b>	Dashboard Color (% suspended once; change)	<b>Yellow</b> 5.0%; ↓4.1%	<b>Green</b> 1.6%; ↓0.4%	-	<b>Orange</b> 4.1%; ↑1.1%	<b>Yellow</b> 1.4%; ↑0.1%	<b>Yellow</b> 3.9%; ↓4.3%	-	-	<b>Met</b> (5 of 5)	
<b>Chronic Absenteeism</b>	Dashboard Color (% chronically absent; change)	<b>Orange</b> 21.7%; ↓1.2%	<b>Red</b> 11.3%; ↑3.7%	-	<b>Orange</b> 18.8%; ↑0.3%	<b>Red</b> 17.4%; ↑12.1%	<b>Red</b> 17.3%; ↑4.2%	-	-	<b>Not Met</b> (2 of 5)	

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

\* Since CORE only calculates CORE growth for individual grade spans (e.g. K-5, 6-8, etc.), this number is the average of the K-5 and 6-8 growth percentiles weighted by the number of students in each respective grade span.

## 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<sup>4</sup>. 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	3.0
	1B: Leadership & Governance	3.5
2: Building Conditions for Student Learning	2A: Learning Partnerships	3.3
	2B: Multi-Tiered Systems of Support	2.7
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	3.3
	3B: Evidence-Based Professional Collaboration	3.0
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	3.3
	4B: Data-Driven Instruction	3.0
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	3.0

**Figure 15.** Source: Assessment by the SQR review team after site visit conducted on September 18 and 19, 2019.

<sup>4</sup> The full SQR Rubric used for this evaluation can be found at [www.ousdcharters.net/renewing-charter-schools.html](http://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 good financial standing with a healthy ending fund balance. The school has some deficit spending but it has remained much less than 20% of its fund balance each year. 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	\$(33,648)	\$(130,503)	\$(233,465)
Ratio: Deficit to Ending Fund Balance	0.00%	-1.17%	-4.76%	-9.31%
Debt Ratio	0.08	0.08	0.18	N/A
Ending Fund Balance	\$2,904,565	\$2,870,917	\$2,740,414	\$2,506,950
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

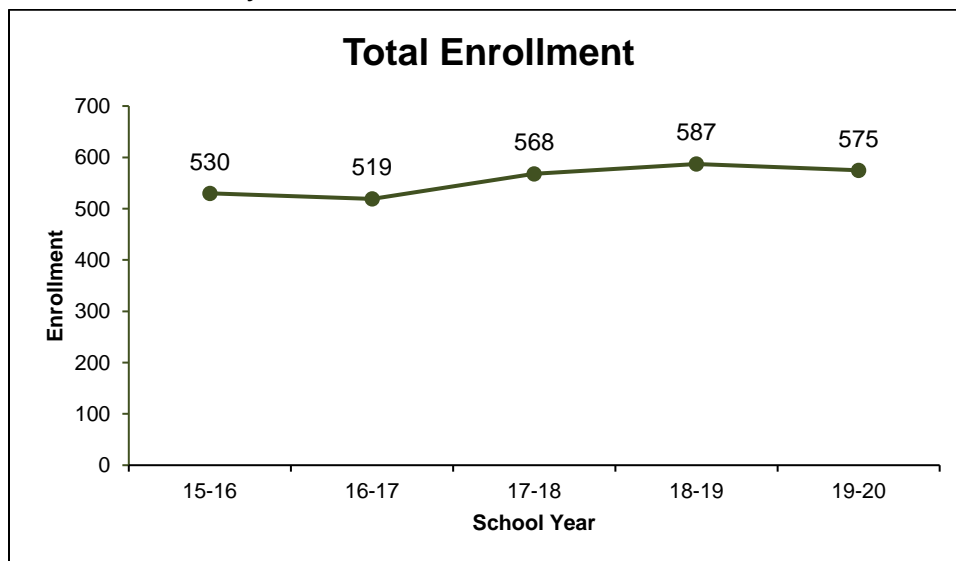
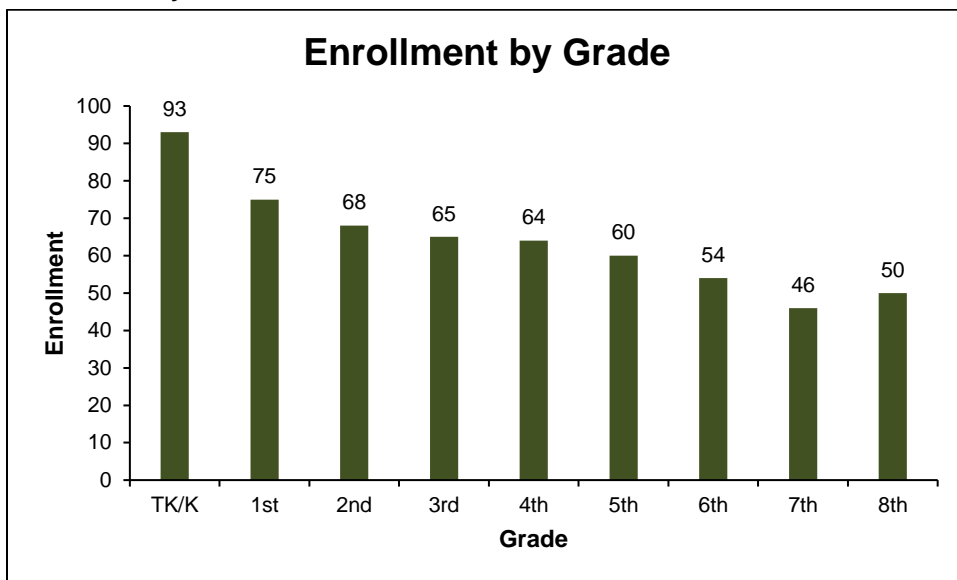


Figure 17. Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – first end-of-month enrollment report submitted to OUSD (as of 8/23/19)

## Enrollment by Grade Level



**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	31%	46%
	Black/African American	56%	24%
	Asian	2%	12%
	White	5%	10%
	Two or More Races	4%	4%
	Other Race/Ethnicity	1%	2%
	Not Reported	1%	2%
Other Student Groups	Socioeconomically Disadvantaged	70%	74%
	English Learners	14%	31% (grades K-8 only: 35%)
	Special Education	11%	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



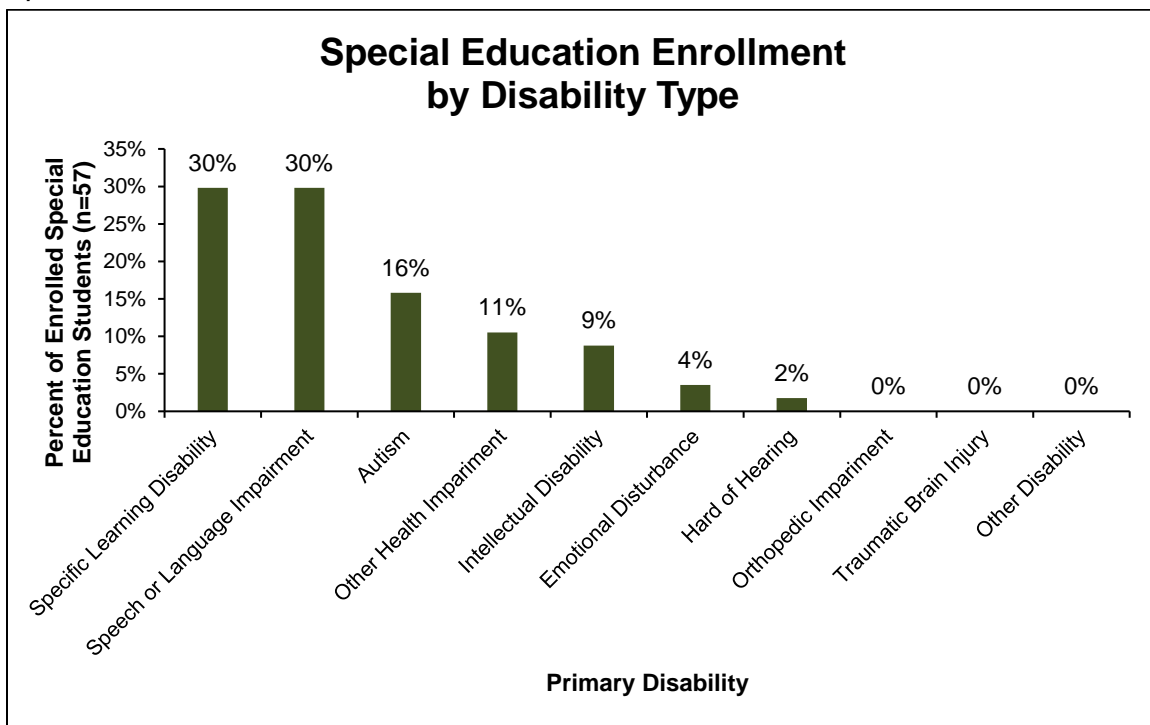


Figure 20. Source: December 2018 CASEMIS Count Report

## 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.<sup>5</sup> Aspire BMA has received one Notice 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	Credentialing non-compliance: 30-Day Substitute
2017-18	0	--
2018-19	0	--
2019-20	0	--

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

### Website Audit

According to the audit below, Aspire BMA is in compliance as all required and recommended documentation is posted on their website.

<sup>5</sup> 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.

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 <sup>6</sup>
Clear	16 (64%)	1,473 (66%)
Preliminary	5 (20%)	450 (20%)
Intern	0	120 (5%)
Emergency	3 (12%)	168 (8%)
Missing Data	0	30 (1%)
In Process <sup>7</sup>	1 (4%)	N/A
<b>Total</b>	<b>25 (100%)</b>	<b>2,241 (100%)</b>

**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](http://www.ousddata.org)

## 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.

<sup>6</sup> 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.

<sup>7</sup> Credential and/or waiver application submitted, but currently still being processed by the CTC.

## Board Effectiveness Ratings

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

**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 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. Aspire BMA met or made substantial progress on 9 of its 11 MPOs where sufficient data was available to make an assessment.

#	Collective MPO Area	Target	Status <sup>8</sup>
1	Proficiency on ELA state test – schoolwide	Increase 3%, or achieve 35%	Met
2	Proficiency on ELA state test –student groups	see appendix	Substantial Progress
3	Proficiency on Math state test – schoolwide	Increase 3%, or achieve 32%	Met
4	Proficiency on Math state test –student groups	see appendix	Met
5	Proficiency on school's selected ELA/reading assessment – schoolwide	70% increase 1 year	Met
6	Proficiency on school's selected ELA/reading assessment – student groups	see appendix	Met
7	Proficiency on English language state test – English Learners	50%	N/A*
8	Chronic absenteeism rate – schoolwide	6.5%	Not Met
9	Chronic absenteeism rate – student groups	see appendix	Not Met
10	Student and family survey results – school safety	90%	Substantial Progress
11	Student and family survey results – academic instruction	87%	Substantial Progress
12	Student and family survey results – voice in decision-making/opportunity for feedback	75%	Substantial Progress
<b>Summary</b>			
Met		Substantial Progress	Not Met
5 (45%)		4 (36%)	2 (18%)
			Incomplete Data
			0 (0%)

**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

<sup>8</sup> 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 21 <sup>st</sup> 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

- Key student groups at Aspire BMA have consistently performed higher than the OUSD average for comparable student groups on the State test in nearly all years of the charter term, including substantially higher proficiency rates for African American, Latinx, and socioeconomically disadvantaged students in all four years.
- Consistently high performance relative to comparison schools; upward trajectory particularly in elementary school Math and middle school ELA.
- Strong community and family partnerships.
- Met nearly all School Performance Analysis indicators in each of the past three years.
- Strong staff development and professional development opportunities.

#### Challenges

- Aspire BMA's English learner State test proficiency rates have decreased over the course of the charter term from 17% in 2015-16 to 11% in 2018-19, including a large one-year drop in 2016-17.
- Low proficiency for students with disabilities for first two years of charter term.
- Chronic absenteeism has been relatively high over the past two years.

#### Determination

Based on this analysis, Aspire Berkley Maynard Academy is deemed **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.
- Stable student enrollment.
- High teacher retention throughout the charter term.

#### Challenges

- Serves a lower percentage of English Learners than OUSD as a whole.

#### Determination

Based on this analysis, Aspire Berkley Maynard Academy is **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, Aspire Berkley Maynard Academy'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 **approve** the charter renewal petition for Aspire Berkley Maynard Academy. The charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria established in the California Charter Schools Act<sup>9</sup>, which governs charter school renewals.

This approval recommendation is for the charter program and operation in its entirety as proposed, for a term of five years, as required by law<sup>10</sup>. The charter renewal term would begin on July 1, 2020 and expire on June 30, 2025. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer<sup>11</sup>. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605<sup>12</sup>.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter<sup>13</sup>. The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

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<sup>9</sup> Education Code §47605

<sup>10</sup> Education Code §47605 d(1)

<sup>11</sup> Education Code §47607(a)(1)

<sup>12</sup> Education Code §47607(a)(2)

<sup>13</sup> Education Code §47607(c)(1)

## 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.”<sup>14</sup> 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 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

#### Comparison Elementary Schools

Percent Met or Exceeding Standard 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%
Laurel Elementary	29%	27%	26%	31%	23%	24%	25%	28%
Parker Elementary	23%	19%	17%	20%	28%	25%	15%	11%
Piedmont Avenue Elementary	24%	13%	28%	24%	16%	15%	20%	20%
Prescott	12%	21%	18%	11%	14%	10%	12%	15%

<sup>14</sup> Education Code §47607(b)(4)(A)



<b>Comparison Elementary Schools Median</b>	<b>24%</b>	<b>24%</b>	<b>25%</b>	<b>24%</b>	<b>21%</b>	<b>20%</b>	<b>18%</b>	<b>22%</b>
<b>Aspire Berkley Maynard Academy</b>	<b>38%</b>	<b>40%</b>	<b>47%</b>	<b>42%</b>	<b>24%</b>	<b>19%</b>	<b>34%</b>	<b>40%</b>

Figure 28. Source: CAASPP Research Files

## Comparison Middle Schools

Percent Met or Exceeding Standard 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
Edna Brewer Middle	53%	55%	52%	54%	39%	44%	46%	47%
Montera Middle	40%	43%	43%	39%	34%	32%	29%	24%
Parker Elementary	25%	32%	32%	33%	22%	31%	18%	14%
West Oakland Middle	9%	16%	13%	13%	2%	6%	8%	9%
<b>Comparison Middle Schools Median</b>	<b>32%</b>	<b>38%</b>	<b>38%</b>	<b>36%</b>	<b>28%</b>	<b>32%</b>	<b>23%</b>	<b>19%</b>
<b>Aspire Berkley Maynard Academy</b>	<b>37%</b>	<b>37%</b>	<b>42%</b>	<b>48%</b>	<b>31%</b>	<b>26%</b>	<b>31%</b>	<b>34%</b>

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.

2018-19 Comparison Charter <u>Elementary Schools</u> State Test Outcomes					
School	State Test Percent Met or Exceeding Standard (grades 3-5 only)		Student Group Enrollment		
	ELA	Math	Socioeconomically Disadvantaged (schoolwide)	English Learner (grades 3-5 only)	Special Education (schoolwide)
Aspire College Academy	20%	27%	88%	33%	11%
KIPP Bridge Academy	25%	26%	81%	23%	12%
North Oakland Community Charter	29%	23%	52%	17%	12%
Roses in Concrete	19%	9%	57%	14%	9%
Vincent Academy	15%	14%	81%	22%	10%
<b>Comparison Charter Elementary Schools Median</b>	<b>20%</b>	<b>23%</b>	<b>81%</b>	<b>22%</b>	<b>11%</b>
<b>Aspire Berkley Maynard Academy</b>	<b>42%</b>	<b>40%</b>	<b>70%</b>	<b>17%</b>	<b>11%</b>

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

## 2018-19 Comparison Charter Middle Schools State Test Outcomes



School	State Test Percent Met or Exceeding Standard (grades 6-8 only)		Student Group Enrollment		
	ELA	Math	Socioeconomically Disadvantaged (schoolwide)	English Learner (grades 6-8 only)	Special Education (schoolwide)
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%
Roses in Concrete	12%	2%	57%	16%	9%
<b>Comparison Charter Middle Schools Median</b>	<b>28%</b>	<b>18%</b>	<b>60%</b>	<b>18%</b>	<b>11%</b>
<b>Aspire Berkley Maynard Academy</b>	<b>48%</b>	<b>34%</b>	<b>70%</b>	<b>7%</b>	<b>11%</b>

**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

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	15-16	16-17	17-18	18-19	19-20
Ethnicity	Hispanic/Latinx	43%	40%	35%	31%	31%
	Black/African American	48%	51%	55%	56%	57%
	Asian	2%	2%	2%	2%	2%
	White	2%	2%	3%	5%	4%
	Two or More Races	4%	3%	4%	4%	4%
	Other Race/Ethnicity	0%	1%	1%	1%	0%
	Not Reported	2%	0%	1%	1%	2%
Other Student Groups	Socioeconomically Disadvantaged	78%	80%	80%	70%	*
	English Learners	20%	17%	13%	14%	11%
	Special Education	10%	9%	10%	11%	10%
<b>Total Enrollment</b>		<b>530</b>	<b>519</b>	<b>568</b>	<b>587</b>	<b>577</b>

**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

\* Data not yet available

## E. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	30	31	31	30	28
Number of classroom teachers retained from prior year	26	25	26	26	25
Percent of classroom teachers retained from prior year	N/A	83.3%	83.9%	83.9%	83.3%

**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,<sup>15</sup> 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 three complaints regarding Aspire BMA.

School Year	Complaints	Areas of Concern
2015-16	0	-
2016-17	1	Allegation that school was not providing IEP services minutes
2017-18	1	Teacher overreacted to a student not finishing lunch
2018-19	1	Teacher failed to inform family of student's injury at school
2019-20	0	-

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

## 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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	3	35	38	38.7	45.2	44.6	Met

<sup>15</sup> 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).

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	Substantial Progress
	Hispanic/Latinx	3	38	41	45.5	57.4	52	
	Black/African American	3	29	34	32.3	35.83	40	
	English Learners	2	15	19	3	14.3	7	
	Socioeconomically Disadvantaged	3	32	35	35.6	43.3	42	
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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	2	32	28	22.2	32.5	37.3	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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	Met
	Hispanic/Latinx	3	34	32	26.3	37.4	44	
	Black/African American	3	27	21	17.3	26.9	31	
	English Learners	2	15	15	3	3.6	15	
	Socioeconomically Disadvantaged	3	30	25	20.3	29.2	33	
5	Each year, <u>(1)</u> percent of students will increase <u>(2)</u> on the <u>(ELA/Reading Assessment)</u> or achieve proficiency.	70	One year	45	54.6	70.3	ERD: 87 Star: 47	Met
	<i>ELA/Reading Assessment: Developmental Reading Assessment (DRA), Fc&amp;P, ERD, Star</i>							
6	Each year, for each numerically significant student group,* <u>(1)</u> percent of students will increase <u>(2)</u> on the <u>(same assessment as #5)</u> or achieve proficiency.	-	-	-	-	-	-	Met
	Hispanic/Latinx	70	One year	41	47.90	61.4	ERD: 81 Star: 48	
	Black/African American	70	One year	48	58.70	75.4	ERD: 79 Star: 46	

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
	English Learners	70	One year	11	23.70	70	ERD: 75 ; Star 18	
	Socioeconomically Disadvantaged	70	One year	41	51.40	69.8	ERD: 83; Star: 46	
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).	50		37	56.30	(no data provided)	25	N/A**
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).	6.5		8.1	11.40	16.8	17.6	Not Met
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
	Hispanic/Latinx	1.3		3	6.1	7.6	11.2	
	Black/African American	4.1		12.3	16	22.9	21.9	
	English Learners	1.6		1.2	7.5	5.3	17.1	
	Socioeconomically Disadvantaged	3.8		6.7	11.6	18.5	19.4	
10	Each year, at least _____ percent of students and families positively rate school safety.	90		(no data provided)	Students: 81.68 Parents: 83.67	Students: 63.4 Parents: 88.9	Students: 69 Parents: 92	Substantial Progress [incomplete data]
11	Each year, at least _____ percent of students and families positively rate academic instruction.	87		Students: 88 Parents: 97	Students: 83.59 Parents: 97.96	Students: 72.8 Parents: 96.2	Students: 73 Parents: 93	Substantial Progress
12	Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	75		Students: 88 Parents: 97	Students: 83.59 Parents: 92.92	Students: 54.1 Parents: 73.1	Students: 55 Parents: 82	Substantial Progress

**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*