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

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Yvette Renteria, Deputy Chief, Innovation
Board Meeting Date	January 8, 2020
Subject	Charter Renewal Request – North Oakland Community Charter School (NOCCS)

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. The school and District agreed to a 30-day extension of the charter petition review process on November 25, 2019.
Discussion	The Office of Charter Schools staff and Superintendent recommend **approval** of the North Oakland Community Charter School renewal petition. Staff does not recommend the approval of the NOCCS renewal request without the subsequent approval of the associated agreement in which NOCCS has agreed to voluntarily close the school at the end of the 2021-22 school year unless the following conditions are met: 1) NOCCS closes its middle school at the end of the 2019-20 school year, and 2) NOCCS meets specific academic outcomes in the 2019-20 and 2020-21 school years, as detailed in the agreement. Strengths:

- Performed at or above at least half of elementary comparison schools in ELA and Math in all years.
- Strong performance among Latinx students, substantially outperforming the District average.
- Demographics have become more similar to OUSD; proportion of low income students more than doubled, and substantial increase in African American students and students with disabilities.

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:
- Significant declines in both Math and ELA State test scores.
- Inconsistent evidence of access to rigorous tasks, especially in middle school grades.
- Decline in proficiency for low income students and students with disabilities.

Fiscal Impact

The school is proposing to maintain its maximum enrollment over the next charter term. Thus, we expect minimal additional fiscal impact beyond the existing status.

Attachment

Renewal Recommendation Staff Report
Letter of Extension to the Charter Petition Review Process
Renewal Recommendation Presentation

Legislative File	
File ID Number:	19-2224
Introduction Date:	10/23/19
Enactment Number:	20-0075
Enactment Date:	1/8/2020
By:	er

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

TO: Board of Education

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

             Yvette Renteria, Deputy Chief of Innovation

DATE: January 8, 2020

SUBJECT: **North Oakland Community Charter School Renewal Request**

School Overview

North Oakland Community Charter School ("NOCCS" or "charter school") was founded in 2000. The school is located in Northwest Oakland in the Longfellow neighborhood (District 1, Oakland Technical High School Attendance Area) and currently enrolls 182 students in grades K-8.

Recommendation

Staff recommends that the NOCCS renewal request for a five-year term (2020-2025) be approved. Staff does not recommend the approval of the NOCCS renewal request without the approval of the associated agreement in which NOCCS has agreed to voluntarily close the school at the end of the 2021-22 school year unless the following conditions are met: 1) NOCCS closes its middle school at the end of the 2019-20 school year, and 2) NOCCS meets specific academic outcomes in the 2019-20 and 2020-21 school years, as detailed in the agreement.

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 October 8 and 9, 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) The District and NOCCS agreed to a 30-day extension of the charter petition review process on November 25, 2019.
6) A decision meeting is being held on January 8, 2020.

Summary of Major Findings

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

Strengths

- NOCCS outperformed at least half of its comparison elementary schools on the ELA State test and performed higher than or the same as at least half of its comparison elementary schools on the Math State test for the duration of the charter term.
- Latinx students substantially outperformed the district average on State tests, consistently performing between 17 to 25 percentage points higher than the OUSD average for Latinx students in similar grade levels.
- The demographics of the school have shifted over the course of the charter term to become more similar to OUSD; specifically, the proportion of socioeconomically disadvantaged students has more than doubled and the proportion of African American students and students with disabilities at the school has also substantially increased.
- The School Quality Review found evidence of a strong vision for serving the increasing population of high need students.
- The School Quality Review also revealed a strong graduate profile and new systems in place for staff development and teacher observations cycles.
- NOCCS has been forthcoming in acknowledging their substantial downward trend in State test proficiency rates, and has been transparent about the steps the school is taking to better serve all students, as evidenced by entering into the agreement.

Challenges

Given the challenges at NOCCS, the school's Governing Board has approved an agreement with OUSD in which it has agreed to voluntarily close the school at the end of the 2021-22 school year unless: 1) the middle school is closed by June 30, 2020, and 2) NOCCS meets specific academic growth metrics as detailed in the agreement.

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 two years, and if applicable, over the next charter term:

- Reverse the significant decline in State test proficiency rates in both Math and ELA: proficiency rates at both the elementary school and middle school have declined substantially over the course of the charter term.
- As agreed to in the agreement by NOCCS, close the middle school at the end of the 2019-20 school year: the middle school has underperformed relative to all its comparison schools for the last two years in both Math and ELA.
- Stabilize enrollment: schoolwide enrollment has declined 17% over the course of the charter term, and, although its elementary school enrollment has recovered from a one year dip in 2018-19, this remains an area of concern in light of the school's large projected deficit spending for 2018-19.
- Increase students' access to rigorous tasks: the School Quality Rubric found inconsistent evidence of students being exposed to rigorous tasks, especially in the middle school grades.
- Reverse the decline in proficiency rates for socioeconomically disadvantaged students and students with disabilities: while NOCCS' proficiency rates were substantially higher than the District's for the first three years of the charter term, proficiency for students with disabilities declined sharply in the 2018-19 school year to 3%, which was below the district's average (8%) for similar students. Socioeconomically disadvantaged students performed far above the district average for similar students in the first year of the charter term, but proficiency dropped to approximately the district average for the following three years.

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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[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 who 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] State test proficiency rates (i.e. the percent of students meeting or exceeding standards) for comparable grade spans

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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.*

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, NOCCS outperformed or performed similarly to 3 of 9 comparison schools on both the English Language Arts (ELA) and Math State test. **However, for the elementary school grade span—the grades NOCCS plans to continue to serve per the agreement—NOCCS outperformed or performed similarly to 3 of 6 comparison schools on both the ELA and Math State test.**

Trends in NOCCS' performance on State tests should be considered in light of substantial changes in the school's student demographics over the course of the charter term, as the change in the student population may have required adjustments to the support systems in place for a different student population. As shown in the appendix of this report, between 2015-16 and 2018-19, as a percent of NOCCS' total enrollment:

- Socioeconomically disadvantaged students increased from 22% to 52%
- English Learners increased from 5% to 15%
- Students with disabilities increased from 7% to 12%

Elementary School Comparison

- As shown below, in 2018-19, NOCCS served a slightly lower percent of socioeconomically disadvantaged students and students with disabilities, but a slightly higher percent of English Learners, when compared with the comparison elementary schools' median.

- For the most two recent years, NOCCS outperformed or performed similar to 3 of 6 comparison elementary schools on both the ELA and Math State test. However, proficiency rates on both tests have declined substantially over the course of the charter term.

2018-19 Comparison <u>Elementary Schools</u> Group Enrollment			
School	**% Socioeconomically Disadvantaged** *(schoolwide)*	**% English Learners** *(grades 3-5 only)*	**% Special Education** *(schoolwide)*
Cleveland Elementary	46%	20%	8%
Piedmont Avenue Elementary	75%	18%	14%
Carl B. Munck Elementary	71%	12%	14%
Joaquin Miller Elementary	33%	5%	14%
Kaiser Elementary	32%	6%	7%
Emerson Elementary	76%	18%	19%
Comparison Elementary Schools Median	*59%*	*15%*	*14%*
North Oakland Community Charter School	**52%**	**17%**	**12%**

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)*

State Test Proficiency - ELA
(grades 3-5 only)
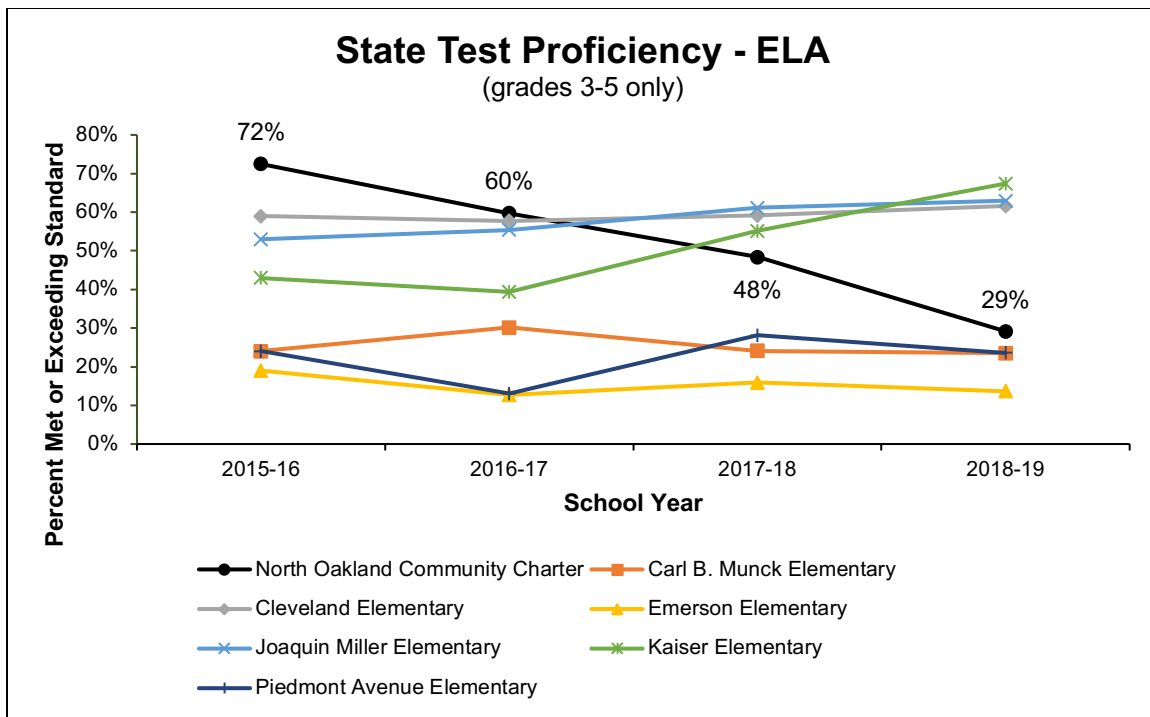
Figure 2. *Source: CAASPP Research Files*

State Test Proficiency - Math
(grades 3-5 only)

Figure 3. *Source: CAASPP Research Files*

Middle School Comparison
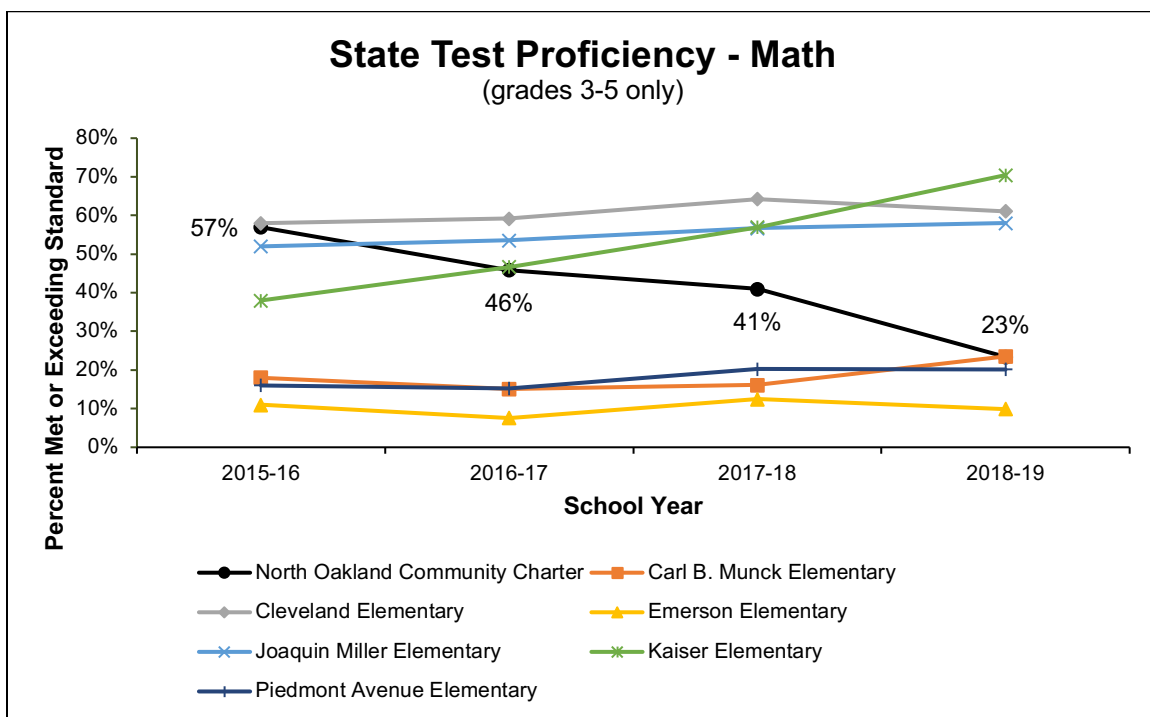
- In 2018-19, NOCCS served a slightly lower percent of socioeconomically disadvantaged students and students with disabilities, but a slightly higher percent of English Learners, when compared with the comparison middle schools' median.

- For the most two recent years, NOCCS performed lower than all 3 of its comparison middle schools on both the ELA and Math State test. Proficiency rates on both tests have also declined substantially over the course of the charter term.

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%
Claremont Middle	42%	6%	16%
Comparison Middle Schools Median	***54%***	***7%***	***16%***
North Oakland Community Charter	**52%**	**11%**	**12%**

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)*
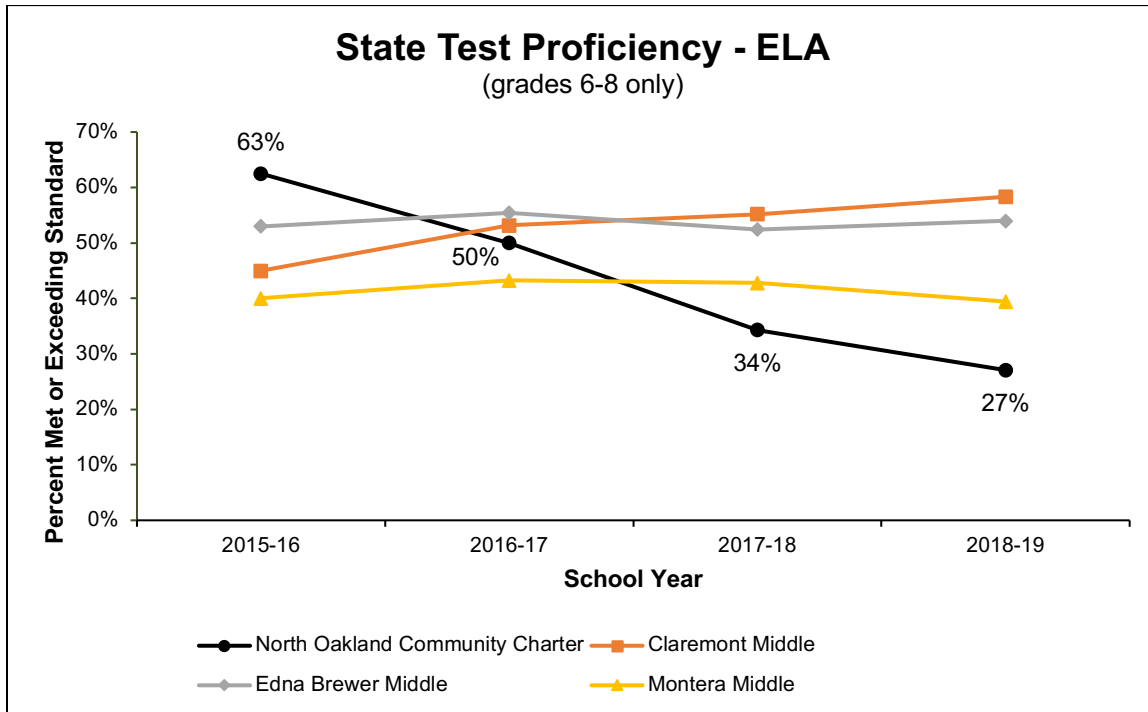
Figure 5. *Source: CAASPP Research Files*

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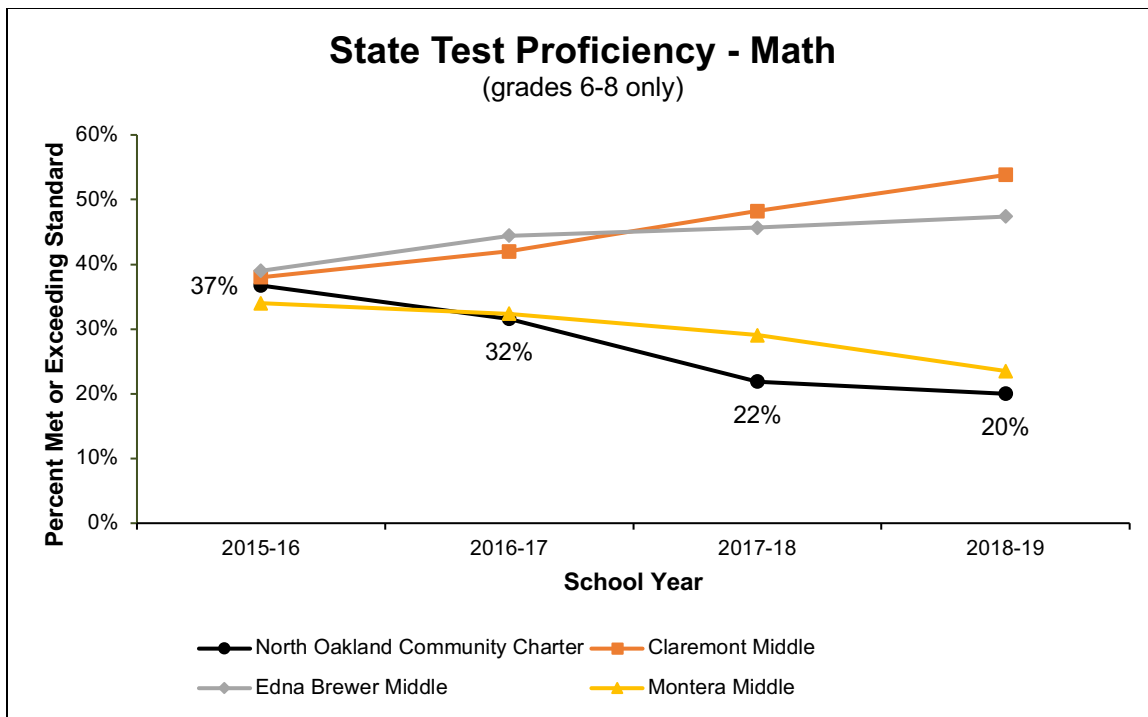
Figure 6. *Source: CAASPP Research Files*

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:

- Hispanic/Latinx students at NOCCS have consistently performed between 17 to 25 percentage points higher than the OUSD average for similar students.
- After outperforming the OUSD average in 2015-16, Black/African American and socioeconomically disadvantaged students have performed similar to or slightly below the OUSD average for similar students.
- Students with disabilities at NOCCS performed substantially higher than students with disabilities in OUSD for the first three years; however, this student group's performance was lower than the OUSD average for 2018-19 after decreasing by 21 percentage points from the prior year.
- English Learner students at NOCCS performed similar to the OUSD average for 2018-19, the only year for which data was publicly available.

Black/African American
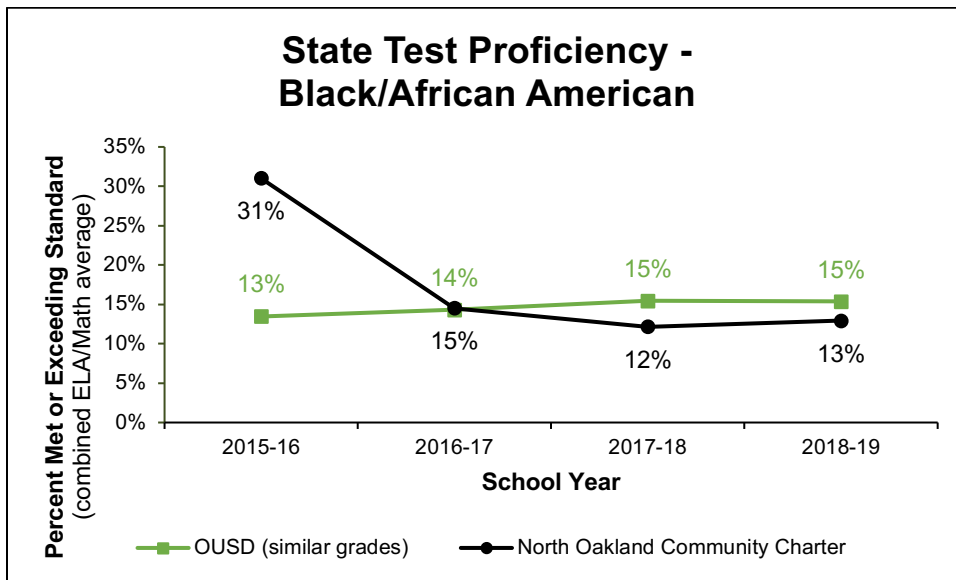
Figure 7. *Source: CAASPP Research Files*

Hispanic/Latinx
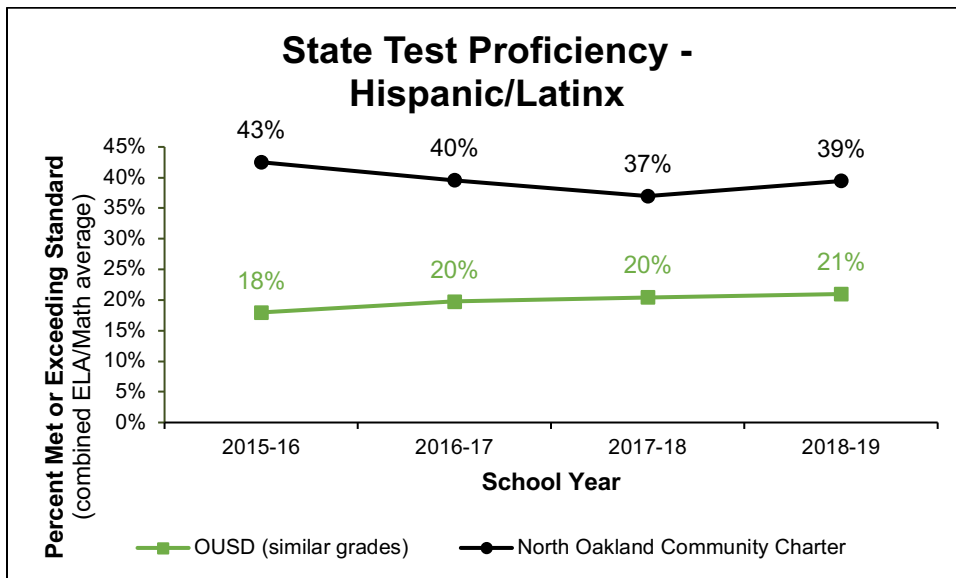
Figure 8. *Source: CAASPP Research Files*

Special Education

State Test Proficiency - Special Education
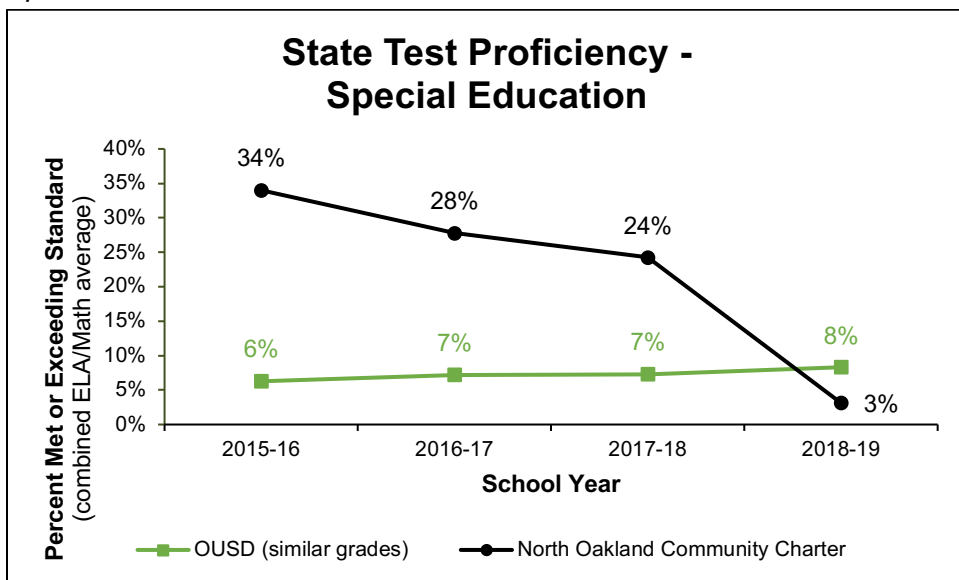
Figure 9. Source: CAASPP Research Files

Socioeconomically Disadvantaged

State Test Proficiency - Socioeconomically Disadvantaged
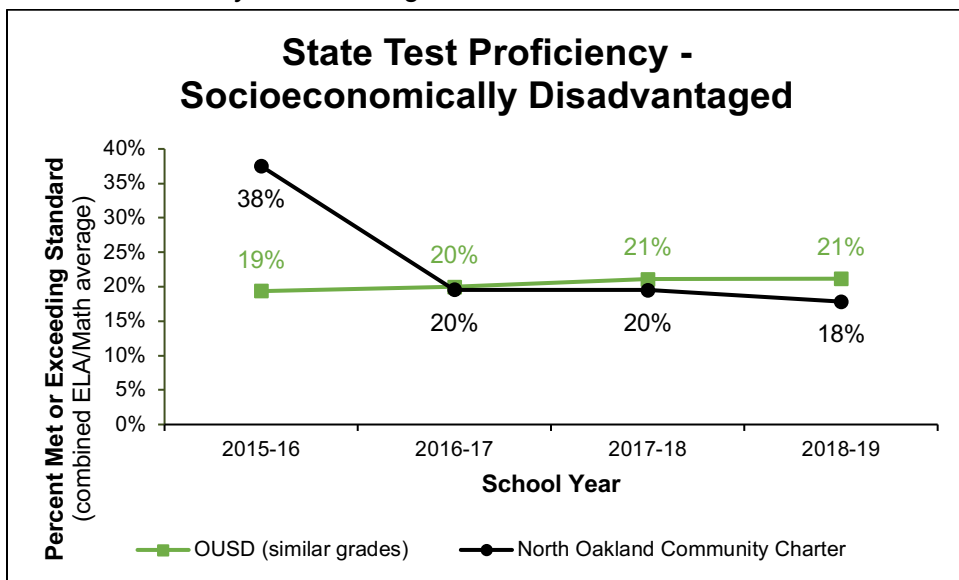
Figure 10. Source: CAASPP Research Files

English Learner

Due to the low number of English Learner students with scores at NOCCS, state test outcomes for this student group are not publicly available for both ELA and Math in any year of the current charter term with the exception of 2018-19. Recently released English Learner progress data shows that for the 17 English Learner students at NOCCS in 2018-19, 59% made progress toward English proficiency, which is considered "High" by the State.

State Test Proficiency - English Learners
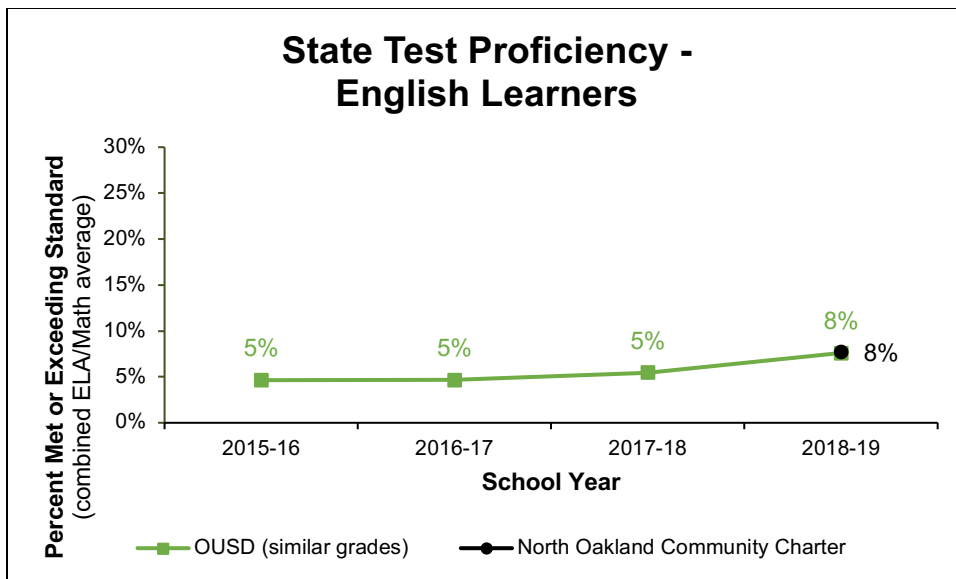
Figure 11. *Source: CAASPP Research Files*

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.

NOCCS fell just below the minimum performance threshold for the most recent two years. Unfortunately, 2018-19 CORE growth data, which might have provided further insight into the charter school's performance amidst changing demographics, was unavailable due to too few NOCCS students having previous scores in the CORE database to which their 2018-19 outcomes could be compared. Furthermore, due to NOCCS' relatively low enrollment, its 2018-19 ELA and Math equity determinations were based solely on the performance of a single student group (socioeconomically disadvantaged students), as no other student group had enough students with scores to meet the required threshold (i.e. 30 or more) to be assigned a dashboard color.

Indicator	2016-17 (prior year)		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met	Met	Met	**Not Met**	Met	**Not Met**
Mathematics	Met	Met	Met	**Not Met**	Met	**Not Met**
Suspension	Met	Met	**Not Met**	**Not Met**	Met	Met
Chronic Absenteeism	-	-	Met	Met	**Not Met**	**Not Met**
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 50%; 4 of 8)	

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	**Orange** *DFS³ = -57.8; declined 41.5 points*	**Met**
	CORE Growth Level	(data unavailable due to too few students having prior year scores in CORE database)	
Mathematics State Test	Dashboard Color	**Orange** *DFS = -89.9; declined 36.2 points*	**Met**
	CORE Growth Level	(data unavailable due to too few students having prior year scores in CORE database)	
CULTURE/CLIMATE INDICATORS *To meet, school must have California School Dashboard Color Orange or higher.*			
Suspension	Dashboard Color	**Yellow** *6.3% suspended once; declined 2.7%*	**Met**
Chronic Absenteeism	Dashboard Color	**Red** *19.3% chronically absent; increased 7.6%*	**Not Met**

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

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)*	-	-	-	**Red** *-81.2; ↓20.2*	-	-	-	-	**Not Met** (0 of 1)	**Not Met**
	CORE Growth Level *(percentile)*	(data unavailable due to too few students having prior year scores in CORE database)								-	
Mathematics State Test	Dashboard Color *(DFS; change)*	-	-	-	**Red** *-110.6; ↓16.1*	-	-	-	-	**Not Met** (0 of 1)	**Not Met**
	CORE Growth Level *(percentile)*	(data unavailable due to too few students having prior year scores in CORE database)								-	

³ 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)

Suspension	Dashboard Color *(% suspended once; change)*	**Orange** *13.8%;* *↓7.0%*	-	-	**Orange** *7.0%;* *↓10.2%*	-	-	-	-	**Met** (2 of 2)
Chronic Absenteeism	Dashboard Color *(% chronically absent; change)*	**Red** *31.5%;* *↑19.9%*	-	-	**Red** *29.5%;* *↑12.8%*	-	-	-	-	**Not Met** (0 of 2)

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

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[4]. 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	3.5
	1B: Leadership & Governance	3.3
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.3
	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	2.3
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.7
	4B: Data-Driven Instruction	2.3
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.0

Figure 15. *Source: Assessment by the SQR review team after site visit conducted on October 8 and 9, 2019.*

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[4] 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 large projected deficit spending for 2018-19 that is concerning, at more than 20% of its fund balance, which was likely the result of a decrease in enrollment of about 50 students between 2017-18 and 2018-19. Although the school's enrollment has recovered slightly in 2019-20, it remains a financial concern. 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 reserve above 3%.

Financial Indicator	2015-16	2016-17	2017-18	2018-19 [Unaudited]
Deficit Spending	$(52,670)	-	$(58,910)	$(134,214)
Ratio: Deficit to Ending Fund Balance	-10.73%	0.00%	-12.05%	-37.82%
Debt Ratio	0.18	0.19	0.34	N/A
Ending Fund Balance	$490,902	$548,044	$489,104	$354,890
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
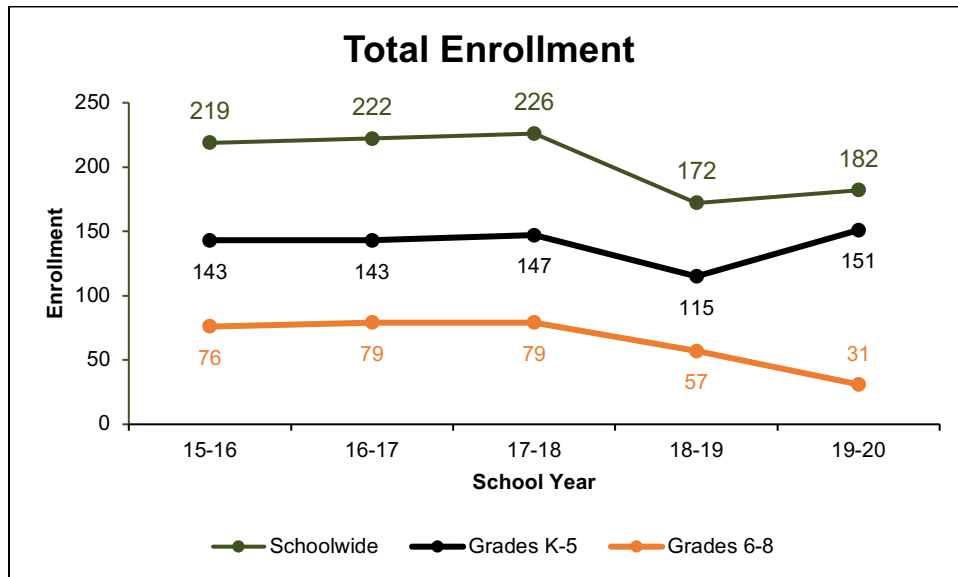
Figure 17. *Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – first end-of-month enrollment report submitted to OUSD (as of 8/23/19)*

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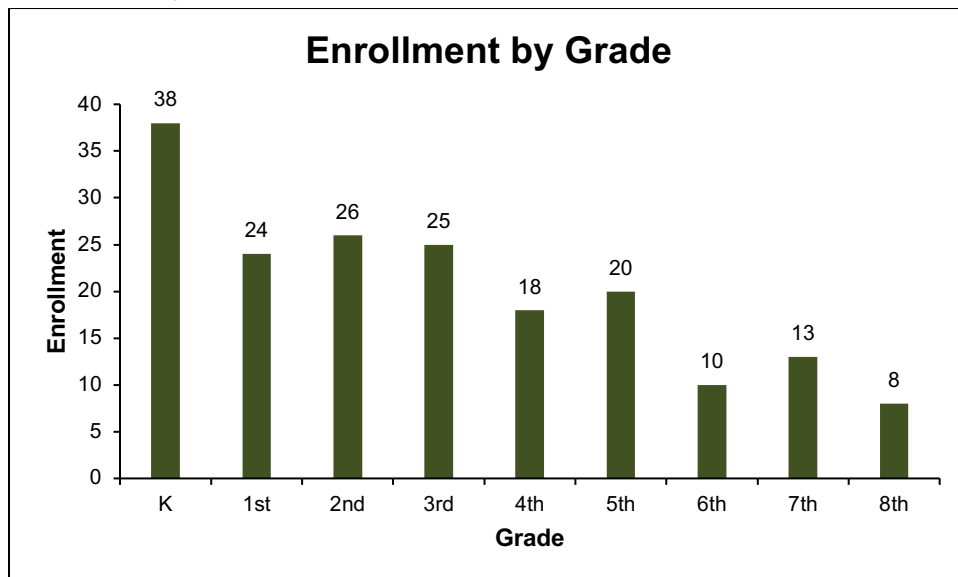
Figure 18. *Source: First end-of-month enrollment report submitted to OUSD (as of 8/23/19)*

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	17%	46%
	Black/African American	38%	24%
	Asian	7%	12%
	White	19%	10%
	Two or More Races	13%	4%
	Other Race/Ethnicity	0%	2%
	Not Reported	6%	2%
Other Student Groups	Socioeconomically Disadvantaged	52%	74%
	English Learners	15%	31% (grades K-8 only: 35%)
	Special Education	12%	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*

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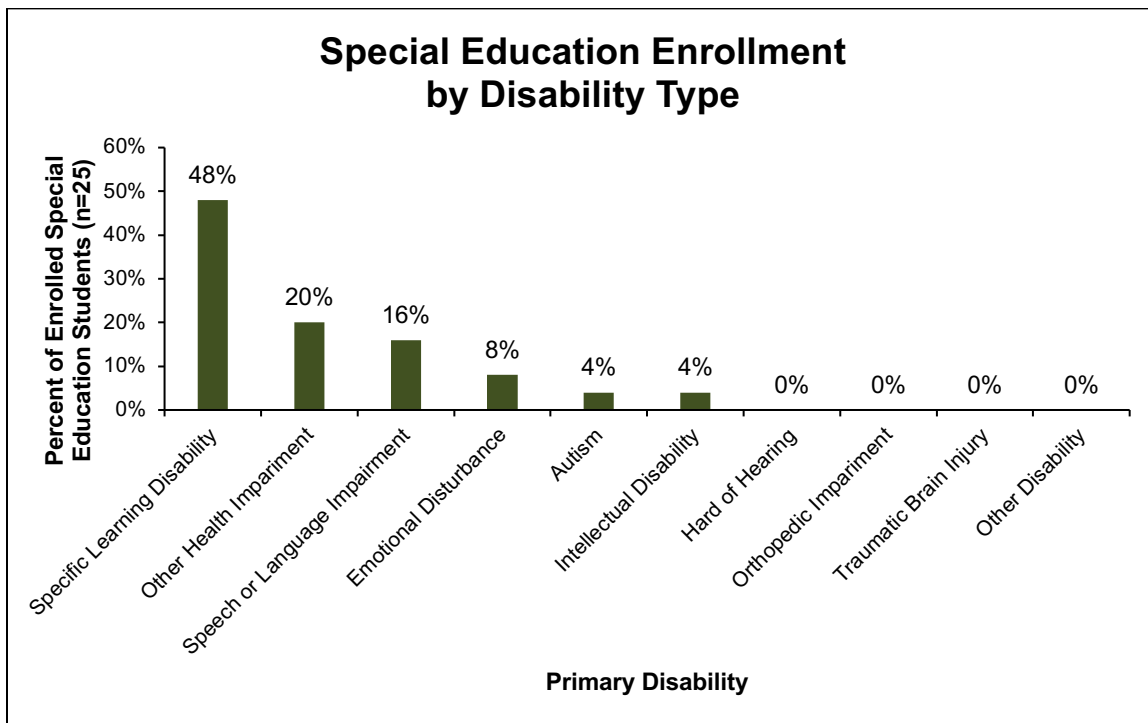
Figure 20. *Source: December 2018 CASEMIS Count Report*

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.[5] NOCCS has received three 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	0	--
2017-18	0	--
2018-19	2	Brown Act Violation, Suspension/Expulsion Policy
2019-20	1	Disenrollment of Students

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

Website Audit

According to the audit below, NOCCS is in compliance as all required and recommended 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[6]**
Clear	1 (11%)	1,473 (66%)
Preliminary	3 (33%)	450 (20%)
Intern	3 (33%)	120 (5%)
Emergency	0	168 (8%)
Missing Data	0	30 (1%)
In Process[7]	2 (22%)	N/A
Total	**9 (100%)**	**2,241 (100%)**

Figure 23. *Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of 9/6/19; OUSD – 2018-19 Teacher Credentials Report available at www.ousddata.org*

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[5] 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.

[6] 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.

[7] 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, and Element 4 of the charter renewal petition.*

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. NOCCS only met or made substantial progress towards 2 of its 10 MPOs where adequate data was provided or publicly available to make an assessment.

#	Collective MPO Area	Target	Status[8]
1	Proficiency on ELA state test – schoolwide	Increase 5% or achieve 70%	Not Met
2	Proficiency on ELA state test –student groups	see appendix	Not Met
3	Proficiency on Math state test – schoolwide	Increase 5% or achieve 60%	Not Met
4	Proficiency on Math state test –student groups	see appendix	Not Met
5	Proficiency on school's selected ELA/reading assessment – schoolwide	75%	Not Met

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[8] 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.

6	Proficiency on school's selected ELA/reading assessment – student groups	see appendix	Not Met
7	Proficiency on English language state test – English Learners	10%	N/A*
8	Chronic absenteeism rate – schoolwide	5%	Not Met
9	Chronic absenteeism rate – student groups	see appendix	Not Met
10	Student and family survey results – school safety	75%	Substantial Progress
11	Student and family survey results – academic instruction	75%	Substantial Progress
12	Student and family survey results – voice in decision-making/opportunity for feedback	70%	Incomplete Data

Summary			
Met	Substantial Progress	Not Met	Incomplete Data
0 (0%)	2 (18%)	8 (73%)	1 (9%)

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

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	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

- Elementary school proficiency rate above or the same as at least half of comparison schools for the duration of the charter term.
- Latinx students substantially outperforming the district average for similar students in all years of the charter term.
- Clearly defined expectations for NOCCS graduates.
- Strong vision and commitment to serving changing student demographics of the school.

Challenges

- State test proficiency rates in both Math and ELA have declined substantially over charter term.
- Middle school grades performed below all comparison schools in the last two years.
- Substantial decline in proficiency for students with disabilities in 2018-19.
- State test proficiency rates slightly below OUSD average for similar students in 2017-18 and 2018-19.
- Did not meet the majority of School Performance Analysis indicators in either of the two most recent years.

Determination

Based on this analysis and the agreement, NOCCS 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.

Challenges

- Middle school grade enrollment declined 60% between 2017-18 and 2019-20.
- Large deficit spending in 2018-19 and deficit spending in 3 out of the last 4 years.
- Met or made substantial progress on just two of its Measurable Pupil Outcomes.

Determination

Based on this analysis and the agreement, NOCCS 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, NOCCS' 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 North Oakland Community Charter School. The charter school, with the inclusion of the agreement, 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[9], 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[10]. However, as detailed in the attached agreement, NOCCS has agreed to voluntarily close the school at the end of the 2021-22 school year if the conditions detailed in the agreement are not met. 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[11]. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605[12].

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[13]. 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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[9] Education Code §47605
[10] Education Code §47605 d(1)
[11] Education Code §47607(a)(1)
[12] Education Code §47607(a)(2)
[13] 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."[14] 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)

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[14] Education Code §47607(b)(4)(A)

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

Comparison Elementary Schools

School	ELA				Math			
Percent Met or Exceeding Standard on State Tests – Elementary Schools (includes only grade 3-5 results for schools serving other grade spans)								
	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%
Emerson Elementary	19%	13%	16%	14%	11%	8%	13%	10%
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	*34%*	*35%*	*42%*	*43%*	*28%*	*31%*	*38%*	*41%*
North Oakland Community Charter	**72%**	**60%**	**48%**	**29%**	**57%**	**46%**	**41%**	**23%**

Figure 28. *Source: CAASPP Research Files*

Comparison Middle Schools

School	ELA				Math			
Percent Met or Exceeding Standard on State Tests – Middle Schools (includes only grade 6-8 results for schools serving other grade spans)								
	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%*
North Oakland Community Charter	**63%**	**50%**	**34%**	**27%**	**37%**	**32%**	**22%**	**20%**

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.

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 Berkley Maynard Academy	42%	40%	70%	17%	11%
Roses in Concrete	19%	9%	57%	14%	9%
Urban Montessori Charter	42%	31%	31%	17%	8%
Comparison Charter Elementary Schools Median	*42%*	*31%*	*57%*	*17%*	*9%*
North Oakland Community Charter	**29%**	**23%**	**52%**	**17%**	**12%**

2018-19 Comparison Charter Elementary Schools State Test Outcomes

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*

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)
American Indian Public Charter	47%	66%	76%	27%	4%
Aspire Berkley Maynard Academy	48%	34%	70%	7%	11%
Bay Area Technology	23%	12%	60%	18%	9%
Lodestar: A Lighthouse Community Charter Public	29%	16%	47%	24%	11%
Roses in Concrete	12%	2%	57%	16%	9%
Urban Montessori Charter	59%	50%	31%	20%	8%
Comparison Charter Middle Schools Median	*38%*	*25%*	*58%*	*19%*	*9%*
North Oakland Community Charter	**27%**	**20%**	**52%**	**11%**	**12%**

2018-19 Comparison Charter Middle Schools State Test Outcomes

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
	Enrollment by Year (percent of total enrollment for student groups)					
Ethnicity	Hispanic/Latinx	19%	16%	12%	17%	10%
	Black/African American	21%	21%	28%	38%	53%
	Asian	3%	5%	10%	7%	8%
	White	33%	29%	29%	19%	15%
	Two or More Races	20%	20%	20%	13%	13%
	Other Race/Ethnicity	1%	2%	0%	0%	1%
	Not Reported	2%	7%	1%	6%	1%
Other Student Groups	Socioeconomically Disadvantaged	22%	27%	44%	52%	52%
	English Learners	5%	7%	9%	15%	4%
	Special Education	7%	2%	12%	12%	16%
Total Enrollment		219	222	226	172	188

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 correspondence with Office of Charter School staff

E. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	Not Available	Not Available	Not Available	12	12
Number of classroom teachers retained from prior year	Not Available	Not Available	Not Available	8	7
Percent of classroom teachers retained from prior year	Not Available	Not Available	Not Available	N/A	58.3%

Figure 33. Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report. NOCCS did not submit teacher retention data for the 2015-16, 2016-17, and 2017-18 school years

F. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,[15] 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

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[15] 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).

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 eight complaints regarding NOCCS.

School Year	Complaints	Areas of Concern
2015-16	0	-
2016-17	0	-
2017-18	1	The impact of staff turnover on school culture
2018-19	4	Suspension/Expulsion procedures, Unfair discipline/pushout, IEP service minutes not being provided, Unsafe school environment
2019-20	3	Failure to intervene in student fighting, Pushout, Suspension/Expulsion procedures

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 _(1)_ percent or achieve a level of_(2)_ percent.	5	70	67	54.73	41.09	29	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	5	70	62	45.83	47.62	53	
	Black/African American	5	70	41	19.35	14.29	14	
	White	5	70	90	86.49	75.86	57	
	English Learners	5	70	(no data, too few students in this group)	(no data, too few students in this group)	(no data, too few students in this group)	0	
	Socioeconomically Disadvantaged	5	70	49	21.74	24.44	15	
	Special Education	5	70	50	33.33	25	(no data provided)	

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
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.	5	60	47	38.51	31.2	20	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	5	60	23	33.33	26.32	26	
	Black/African American	5	60	21	9.68	10	12	
	White	5	60	76	64.86	74.07	50	
	English Learners	5	60	(no data, too few students in this group)	(no data, too few students in this group)	0	15	
	Socioeconomically Disadvantaged	5	60	22	17.39	14.58	15	
	Special Education	5	60	18	22.22	23.53	6	
5	Each year, __(1)__ percent of students will increase __(2)__ on the *(ELA/Reading Assessment)* or achieve proficiency. *ELA/Reading Assessment: SBAC, Reading Inventory*	75	0.01	75	55	(no data provided)	48	Not Met [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.	-	-	-	-	-	-	Not Met [incomplete data]
	Hispanic/Latinx	75	0	(no data provided)	46	0	50	
	Black/African American	75	0	(no data provided)	19	(no data provided)	30	
	White	75	0	(no data provided)	86	(no data provided)	(no data provided)	
	English Learners	75	0	(no data provided)		(no data provided)	(no data provided)	
	Socioeconomically Disadvantaged	75	0	(no data provided)	22	(no data provided)	33	
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).	10		75	66.7	(no data provided)	(no data provided)	N/A**

	Measurable Pupil Outcome	Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).	5		6	11.3	11.8	19.3	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	5		(no data provided)	17.1	12.5	20.0	
	Black/African American	5		(no data provided)	10.0	14.3	31.5	
	White	5		(no data provided)	7.6	7.6	6.1	
	English Learners	5		(no data provided)	13.6	5.3	7.7	
	Socioeconomically Disadvantaged	5		(no data provided)	21.5	16.7	21.2	
10	Each year, at least _____ percent of students and families positively rate school safety.	75		Students: 83 Parents: 95	Students: no data Parents: 88.53	(no data provided)	Students: no data Parents: 76	Substantial Progress [incomplete data]
11	Each year, at least _____ percent of students and families positively rate academic instruction.	75		Students: 71 Parents: 75	Students: no data Parents: 80.33	(no data provided)	Students: no data Parents: 84	Substantial Progress [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.	70		Students: 65 Parents: 88	(no data provided)	(no data provided)	Students: no data Parents: 94	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*

Extension of Charter Petition Review Process

RE: **North Oakland Community Charter School
(Petition filed: October 23, 2019)**

We, the charter petitioners and the charter granting agency, mutually agree to extend the

maximum charter petition approval process from sixty (60) days to ninety (90) days (January 21, 2020),

as allowed in Section 47605(b) of the California Charter Schools Act, as amended.

_____   22 November 2019
David Kloker, Principal   Date

_____   November 25, 2019
Kyla Johnson-Trammell   Date