**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	November 20, 2019
Subject	Charter Renewal Request – Oakland School for the Arts

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 charter renewal petition for Oakland School for the Arts. Strengths: - Strong overall graduation rates and A-G graduation rates, indicating college/career readiness. - Consistently strong performance among all key student groups considered. - Strong, unique vision that drives the school and all stakeholders are invested in. 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: - Academic performance in the middle school

- Student body is far from the demographics of OUSD. Percentage of English Learners is particularly concerning.
  - OSA should bring an update after the first year of the audition phase-out.
- Inconsistent staff development and coaching

Fiscal Impact

The school is proposing to essentially maintain its enrollment over the next charter term (increase of 5 students). Thus, we expect minimal additional fiscal impact beyond the existing status.

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation

Legislative File	
File ID Number:	
Introduction Date:	
Enactment Number:	
Enactment Date:	
By:	

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

TO: Board of Education

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

Sonali Murarka, Director-Office of Charter Schools

DATE: November 20, 2019

SUBJECT: **Oakland School for the Arts Renewal Request**

School Overview

Oakland School for the Arts ("OSA" or "charter school") was founded in 2005. The school is located in downtown Oakland (District 3, Oakland Technical High School Attendance Area) and currently enrolls 789 students in grades 6-12.

Recommendation

Staff recommends that the OSA 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 October 3-4, 2019. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board members), classroom observations, and a review of the school's documents, policies, financials and petition.

3) The charter school submitted a renewal request to the OUSD Board of Education at a regularly scheduled meeting on October 23, 2019.

4) A public hearing was held on November 6, 2019.

5) A decision hearing is being held on November 20, 2019.

Summary of Major Findings

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

Strengths

- Consistently strong overall graduation rates of near 100%. Furthermore, nearly all graduates have met A-G standards, indicating college/career readiness.
- Consistently strong performance among all key student groups highlighted in this report (African American students, Latinx students, students with disabilities, and socioeconomically disadvantaged students). Over this charter term, these key student groups at OSA have performed above the district averages for similar groups, often by significant margins, on both State tests and graduation rates.
- The School Quality Review revealed a strong, unique vision at OSA that drives the school and that all stakeholders are invested in.
- OSA engaged in a thoughtful process with its school community to gain broader buy-in for the phase-out of the audition process.

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:

- Increase academic growth in the middle school: middle school students at OSA have consistently performed about 15-20 percentage points below its one comparison school, Hillcrest.
- Significant changes to the school's student body to bring the school's demographics closer to OUSD. The school has consistently under-enrolled low-income students, students with disabilities, and English Learners. The percentage of English Learners is particularly concerning, at just 1% compared to the OUSD average for grade 6-12 students of 24%. Staff anticipates that the phase-out of the audition process should have a major impact on the demographics over the next few years and would expect that OSA brings an update to the Board and Oakland community after the first year of the audition phase-out.
- More formalized and regular staff development and coaching cycles that include classroom observations. This is particularly true for the academics classes, which scored lower on the School Quality Review rubric than the arts classes.

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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] Due to OSA's unusual demographics, only one district-run middle school had similar enough demographics to be

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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.*

considered a comparison school under the methodology used by the district. Furthermore, no district-run high schools were similar enough to meet the criteria used in the district's methodology. Therefore, although it would not have been considered adequately similar to be used as a comparison school otherwise, the most similar high school was identified (Oakland Technical High School) and is being included below in order to be able to conduct a comparison school analysis for OSA's high school.

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 rates. 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, **OSA outperformed 1 of 2 comparison schools on both the English Language Arts (ELA) and Math State test.**

Middle School Comparison

- As shown in the table below, OSA served a slightly higher percent of Socioeconomically Disadvantaged students, English Learners, and Special Education students when compared with Hillcrest, its only comparison middle school.

- Though both schools have consistently performed well above the state average, which was 51% in ELA and 40% in Math in 2018-19, Hillcrest has consistently outperformed OSA in both ELA and Math by between 13 to 26 percentage points. Overall, OSA's proficiency rates have remained relatively stable over the charter term, increasing by about 5 percentage points in ELA while decreasing by about 6 percentage points in Math between 2015-16 and 2018-19.

2018-19 Comparison Middle Schools Group Enrollment			
School	% Socioeconomically Disadvantaged *(schoolwide)*	% English Learners *(6-8 grades only)*	% Special Education *(schoolwide)*
Hillcrest Elementary	10%	0%	6%
Oakland School for the Arts	**14%**	**2%**	**8%**
OUSD	74%	27%	14%
Alameda County	44%	16%	11%
State of California	61%	16%	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)*

Figure 2. *Source: CAASPP Research Files*

Figure 3. *Source: CAASPP Research Files*

High School Comparison

- As mentioned previously, no district-run high schools currently have similar percentages of the student groups upon which comparison schools were determined. OSA served a much lower percent of Socioeconomically Disadvantaged students, English Learners, and Special Education students than Oakland Technical High School, which had the most similar demographics to OSA of any district-run high school.

- OSA has consistently outperformed Oakland Technical High School in ELA, by between 8 to 19 percentage points.

- OSA has performed at or above Oakland Technical High School in Math, with a strong upward trajectory over the past three years..

2018-19 Comparison High Schools Group Enrollment			
School	**% Socioeconomically Disadvantaged** *(schoolwide)*	**% English Learners** *(9-12 grades only)*	**% Special Education** *(schoolwide)*
Oakland Technical High	49%	7%	13%
Oakland School for the Arts	**14%**	**0%**	**8%**
OUSD	74%	26%	14%
Alameda County	44%	12%	11%
Statewide	61%	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)*
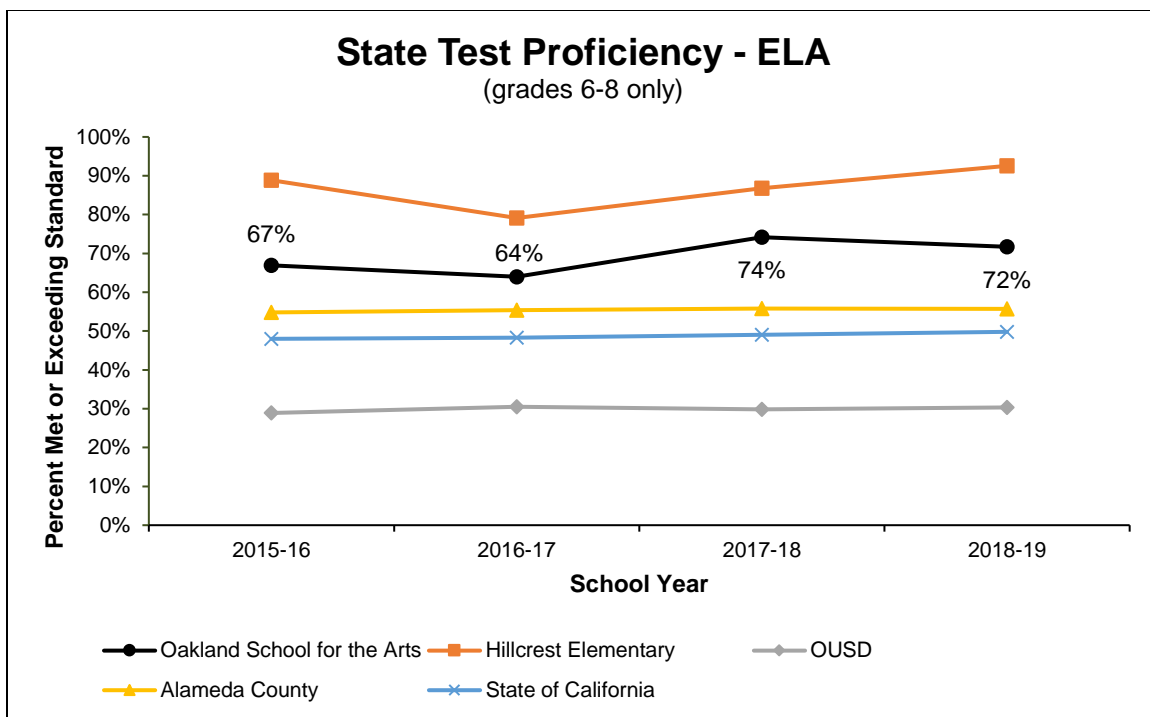

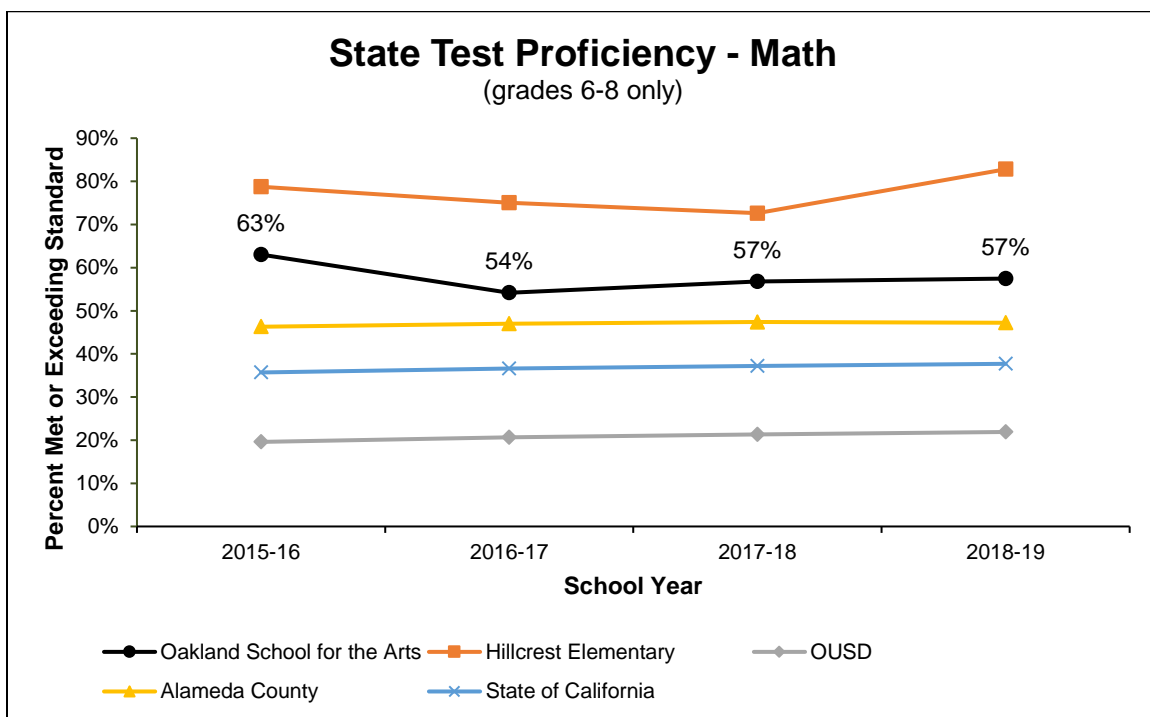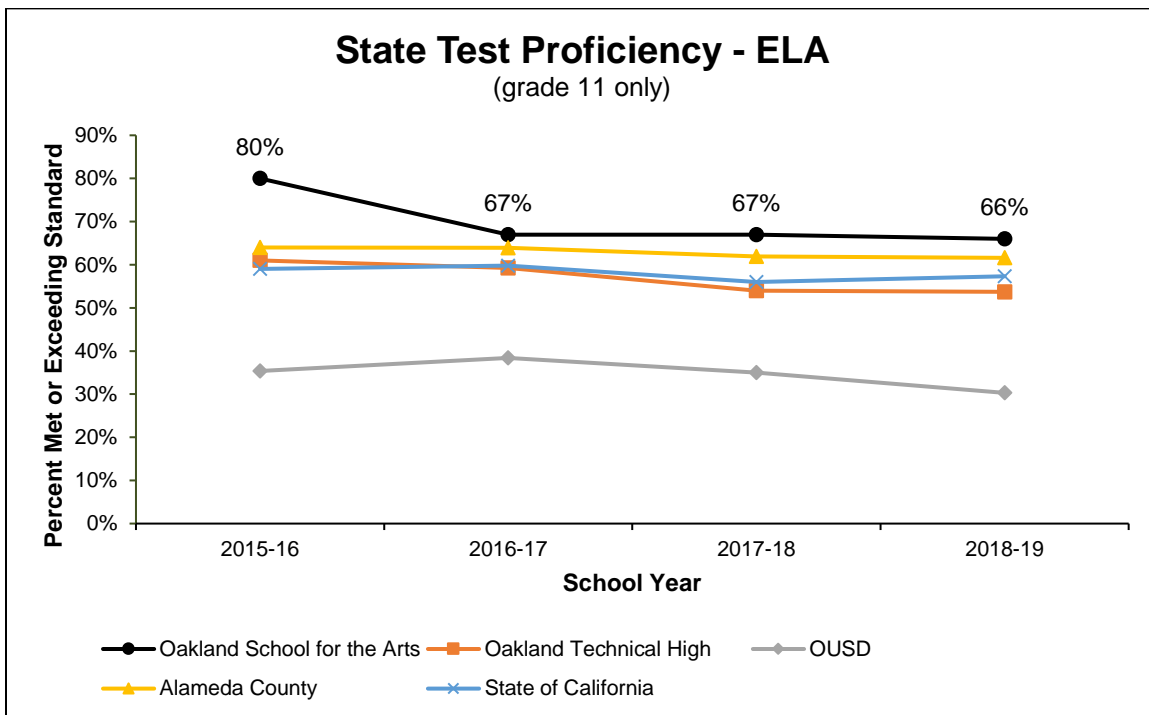**Figure 5.** *Source: CAASPP Research Files*
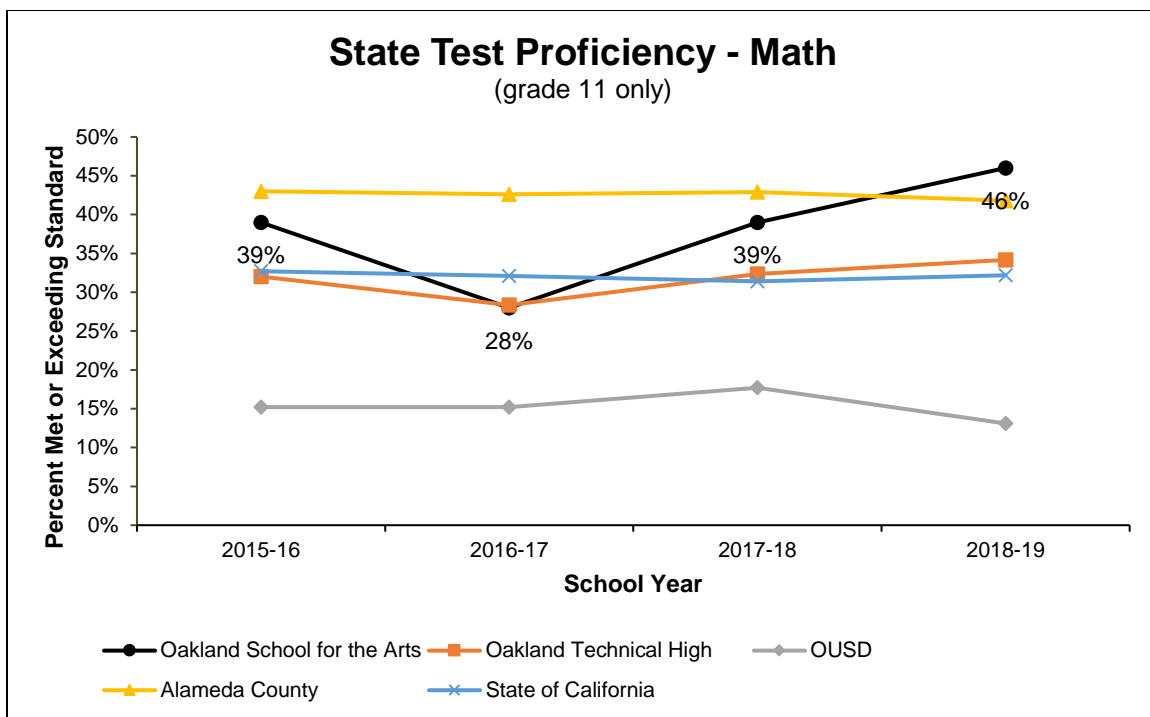
Figure 6. *Source: CAASPP Research Files*

Graduation Rates Comparison

- For 2018-19, OSA had a higher cohort graduation rate than Oakland Technical High School. OSA's cohort graduation rate has remained above 90% during the charter term.
- For 2017-18 (the most recent year for which official data is available), OSA had a higher A-G graduation rate than Oakland Technical High School, by at least 25 percentage points. Nearly all graduates at OSA each year during the charter term have met A-G requirements that indicate college/career readiness.

Figure 7. *Source: CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 – CALPADS Cohort Outcome and Rates Report) NOTE: The CDE discourages comparing 2015-16 cohort graduation rates with rates from subsequent years due to substantial changes it made to the cohort graduation rate calculation methodology starting in 2016-17.*
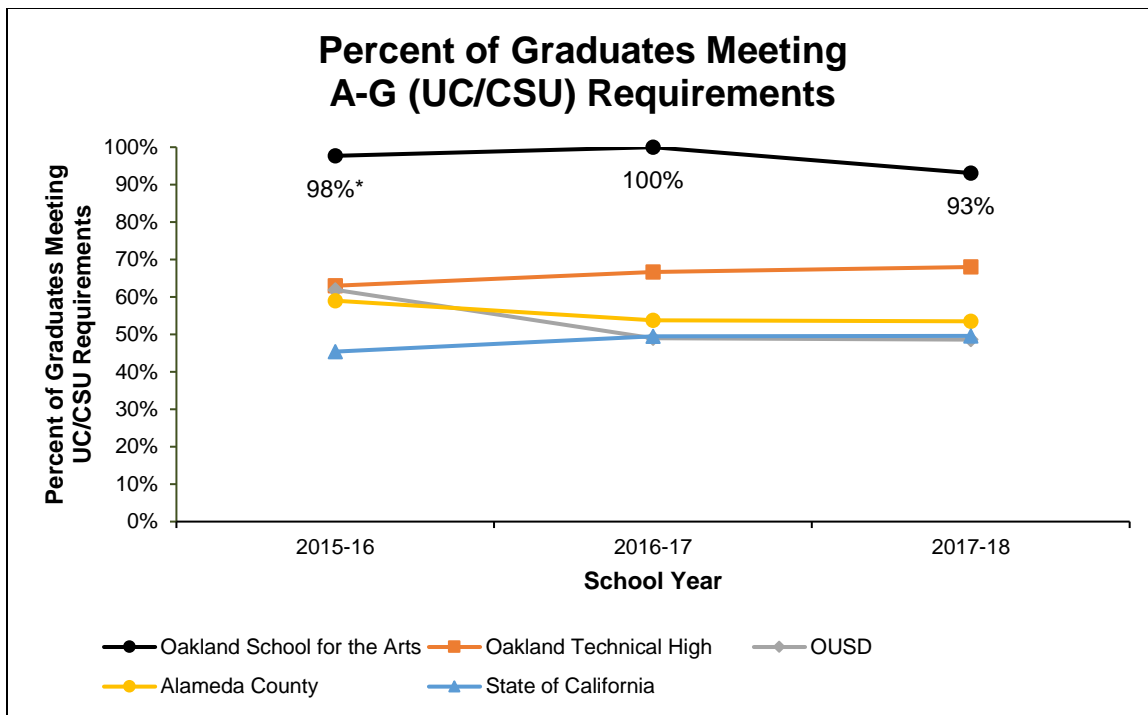
Figure 8 *Source: CDE Downloadable Data Files (2015-16 – Graduates by Race and Gender; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data)*

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:

- OSA has outperformed the district average for all key student groups in nearly all years, in both State test proficiency and graduation rate.
- The one exception is the Latinx graduation rate, which dipped slightly below the district average of 65% in 2017-18, but increased to 94% in 2018-19, which was well above the district average for that year.

Black/African American
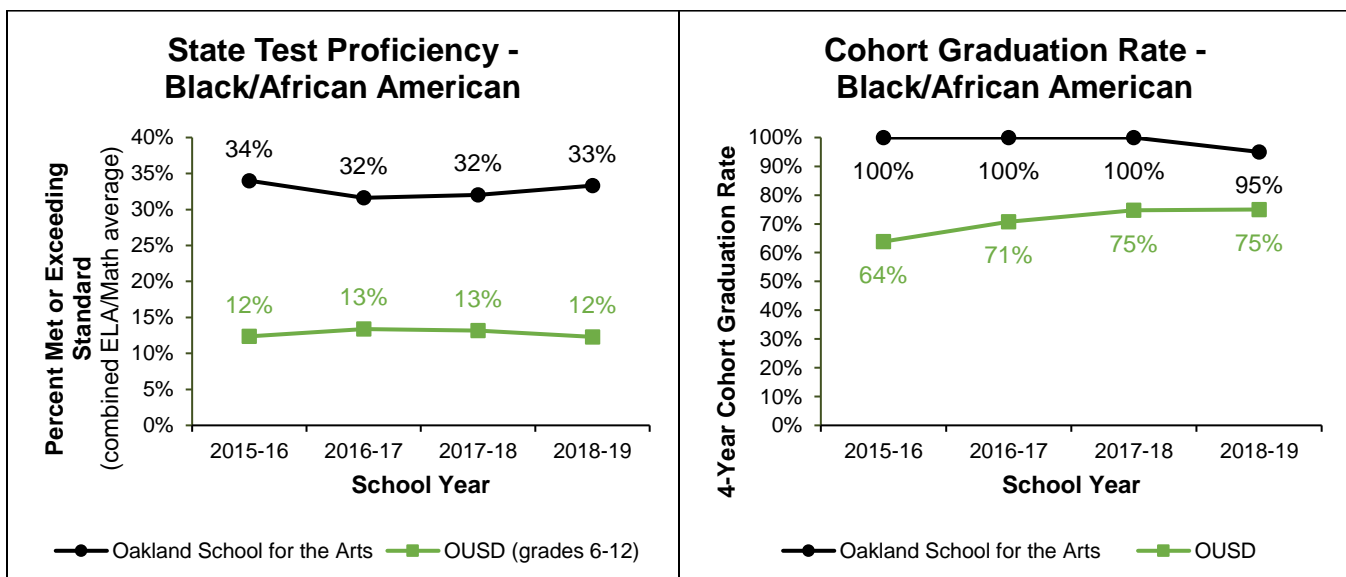
Figure 9. *Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)*

Hispanic/Latinx
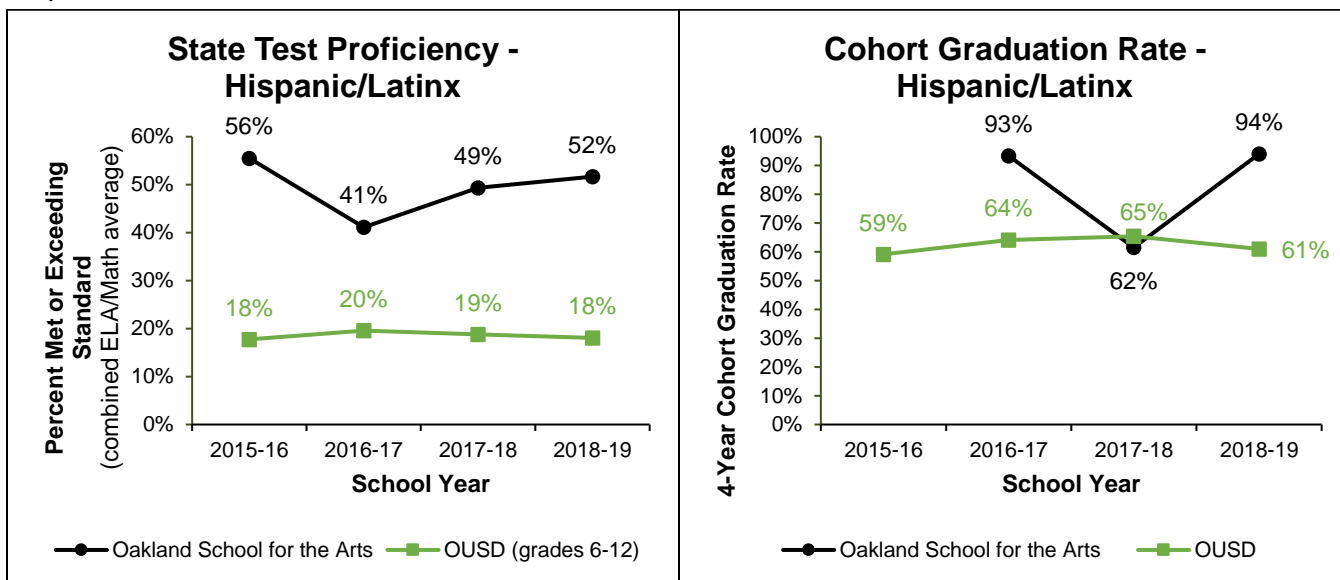
Figure 10. *Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)*

Special Education
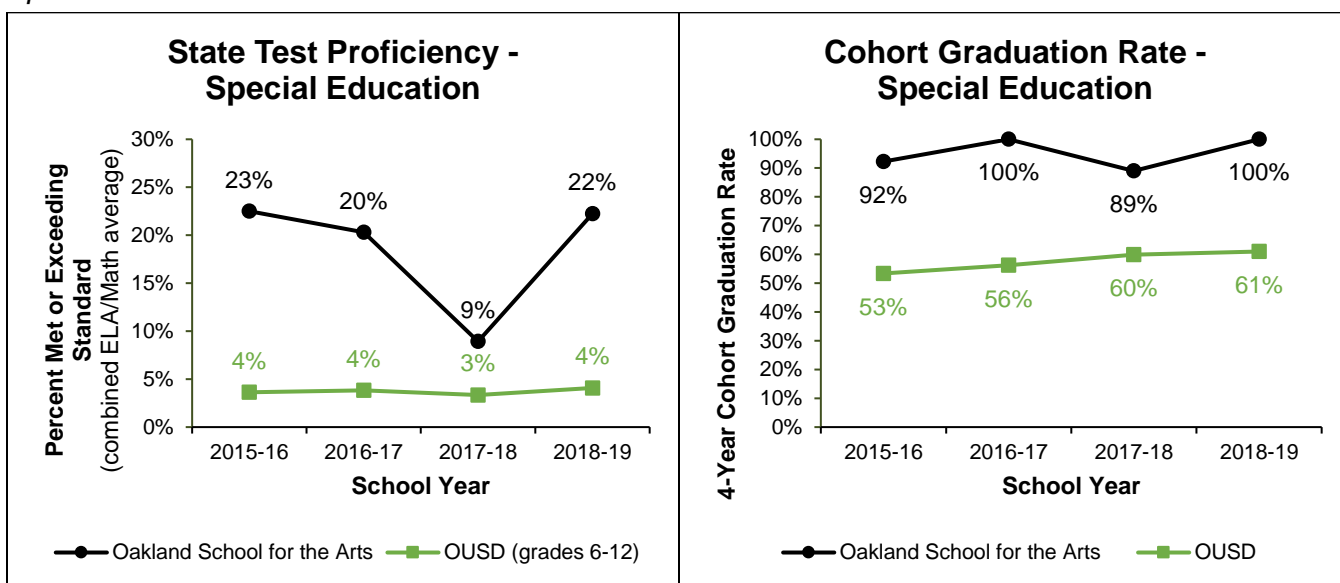
Figure 11. *Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)*

Socioeconomically Disadvantaged

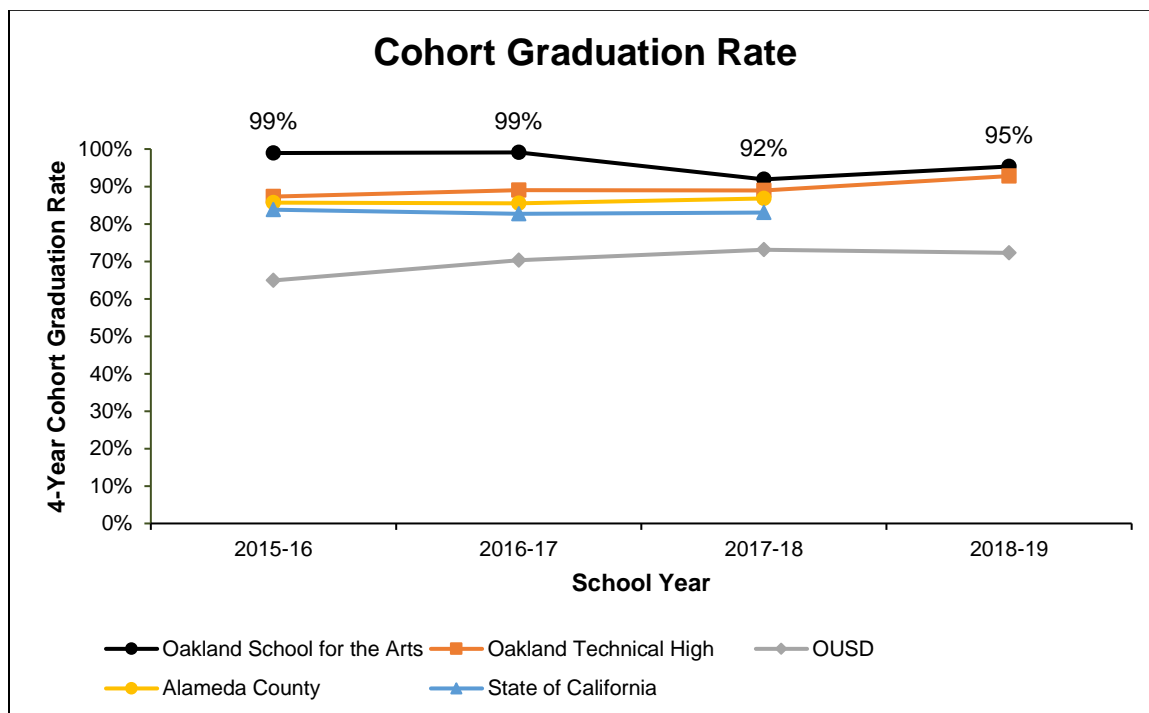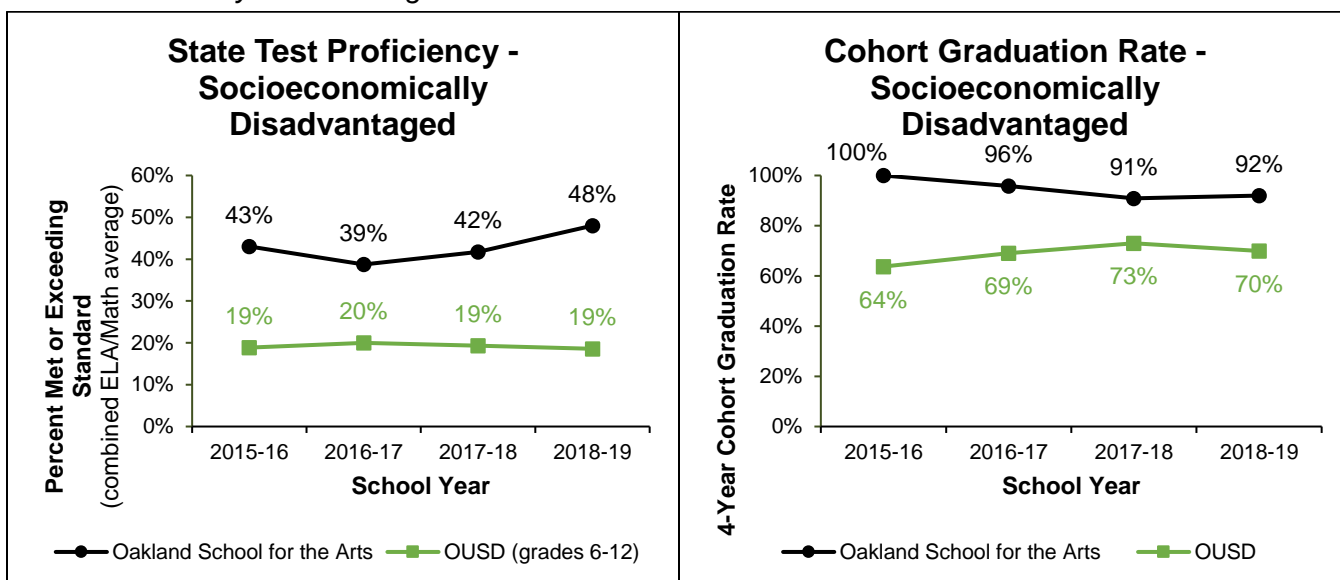**Figure 12.** *Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)*

English Learner

Due to the low number of English Learners enrolled at OSA, state test outcomes for this student group are not publicly available for any of the four years of the charter term.

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, OSA 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	-	-	Met	Met	Not Met	Not Met
Graduation	Met	-	Met	-	Met	Met
College/Career	-	-	Met	-	-	-
Total *To meet, school must meet >50% of schoolwide/equity indicators for each year.*	**Met** (Met 100%; 7 of 7)		**Met** (Met 100%; 10 of 10)		**Met** (Met 80%; 8 of 10)	

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

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	**Green** *DFS³ = +40; declined 1 point*	**Met**
	CORE Growth Level	(data not yet available)	
Mathematics State Test	Dashboard Color	**Green** *DFS = +5; increased 2 points*	**Met**
	CORE Growth Level	(data not yet available)	
CULTURE/CLIMATE INDICATORS *To meet, school must have California School Dashboard Color Orange or higher.*			
Suspension	Dashboard Color	**Green** *1.7% suspended once; declined 0.4%*	**Met**
Chronic Absenteeism	Dashboard Color	**Red** *13.5% chronically absent; increased 13.5%*	**Not Met**
GRADUATION/POST-SECONDARY READINESS INDICATORS *To meet, school must have California School Dashboard Color Orange or higher.*			
Graduation	Dashboard Color	**Blue** *95.4% graduated; increased 1.8%*	**Met**

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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)

College/Career	Dashboard Color	(data not yet available)	-

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

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	Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	Met/Not Met	
English Language Arts State Test	Dashboard Color *(DFS; change)*	**Orange** *-27;* ↑2.2	**Green** *+19;* ↑9.4	-	**Green** *+1;* ↑17.8	-	**Red** *-96;* ↓0.1	-	-	**Met** (3 of 4)	**Met**
	CORE Growth Level *(percentile)*	(CORE growth data for OSA was not available)								-	
Mathematics State Test	Dashboard Color *(DFS; change)*	**Yellow** *-75;* ↑18.6	**Orange** *-38;* 0	-	**Yellow** *-41;* ↑48.7	-	**Red** *-146;* ↓2.5	-	-	**Met** (3 of 4)	**Met**
	CORE Growth Level *(percentile)*	(CORE growth data for OSA was not available)								-	
Suspension	Dashboard Color *(% suspended once; change)*	**Yellow** *3.1%;* ↑0.1%	**Blue** *0.8%;* ↓2.0%	-	**Orange** *4.8%;* 0%	**-**	**Green** *3.1%;* ↓4%	-	-	**Met** (4 of 4)	
Chronic Absenteeism	Dashboard Color *(% chronically absent; change)*	**Red** 19.2%; ↑19.2%	**Red** 15.7%; ↑15.7%	-	**Red** 16.3%; ↑16.3%	-	**Red** 20.3%; ↑20.3%	-	-	**Not Met** (0 of 4)	
Graduation	Dashboard Color *(% graduated; change)*	-	-	-	**Green** *91.7%;* ↑0.8%	**-**	-	-	-	**Met** (1 of 1)	
College/ Career	Dashboard Color *(% prepared; change)*	(College/Career Indicator data not yet available)								**-**	

Figure 15. *Source: California School Dashboard; CORE Index Dashboard*

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	3.0
	1B: Leadership & Governance	3.3
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.8
	2B: Multi-Tiered Systems of Support	3.0
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	2.3
	3B: Evidence-Based Professional Collaboration	2.3
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.3
	4B: Data-Driven Instruction	2.3
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.5

Figure 16. *Source: Assessment by the SQR review team after site visit conducted on October 3-4, 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 good financial standing with a healthy ending fund balance. Although the school has had consistent deficit spending, it has remained 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	15/16	16/17	17/18	18/19 [Unaudited]
Deficit Spending	$(1,844,962)	$(789,858)	$(329,014)	$(1,171,225)
Ratio: Deficit to Ending Fund Balance	-16.37%	-7.54%	-3.24%	-13.04%
Debt Ratio	0.16	0.15	0.14	N/A
Ending Fund Balance	$11,270,077	$10,480,219	$10,151,205	$8,979,979
Major Audit Finding	None	None	None	N/A
3% Reserve	Yes	Yes	Yes	Yes

Figure 17. *Source: Audit, Attendance, and State P2 Reports*

B. Evidence for Standard II: Enrollment

Student Enrollment

Total Enrollment by Year
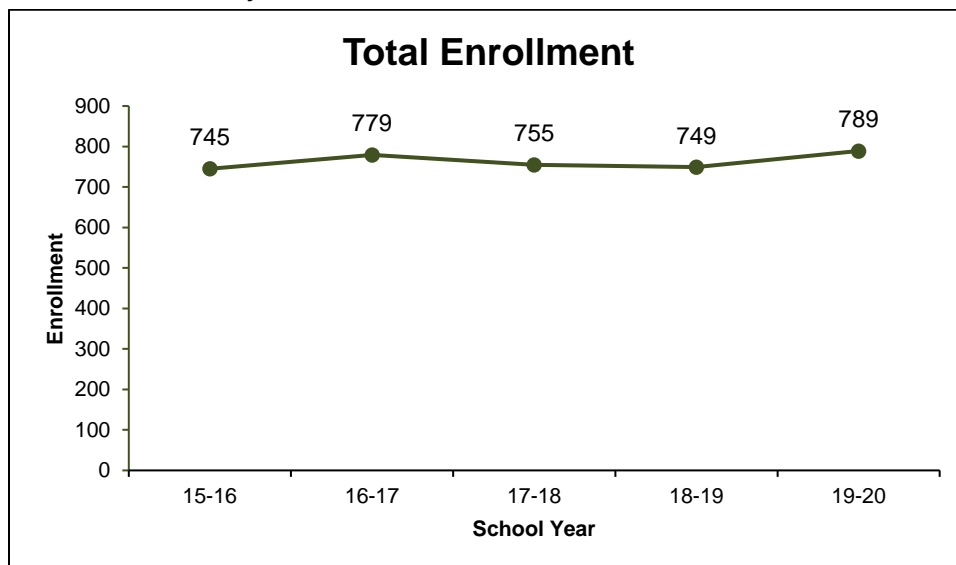
Figure 18. *Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – first end-of-month enrollment report submitted to OUSD (as of 8/23/19)*

Enrollment by Grade Level

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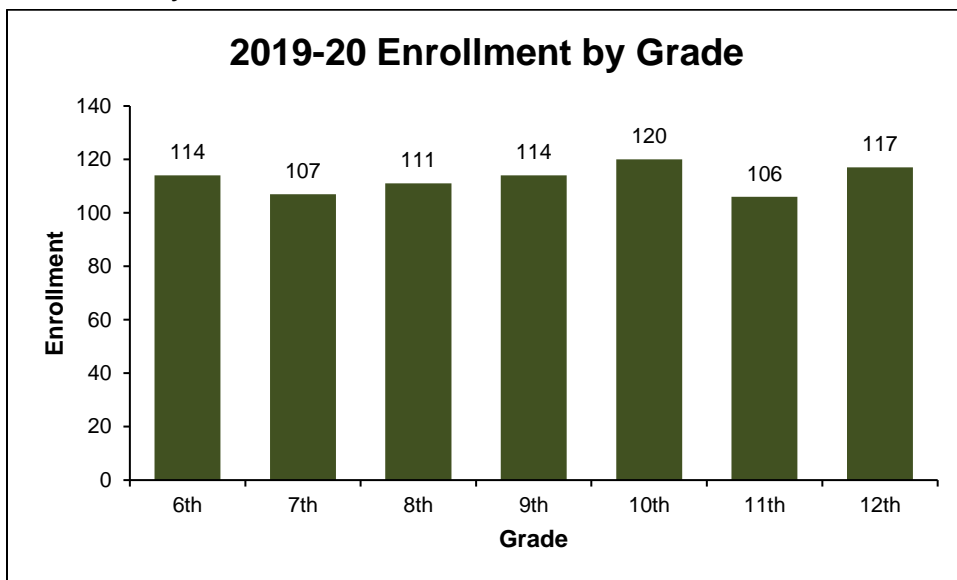
Figure 19. *Source: First end-of-month enrollment report submitted to OUSD (as of 8/23/19)*

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	16%	46%
	Black/African American	19%	24%
	Asian	6%	12%
	White	42%	10%
	Two or More Races	14%	4%
	Other Race/Ethnicity	2%	2%
	Not Reported	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	14%	74%
	English Learners	1%	31% (6-12 only: 24%)
	Special Education	8%	13% (excluding charter schools: 14%)

Figure 20. *Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education – OUSD Department of Research, Assessment, and Data*

Special Education Enrollment
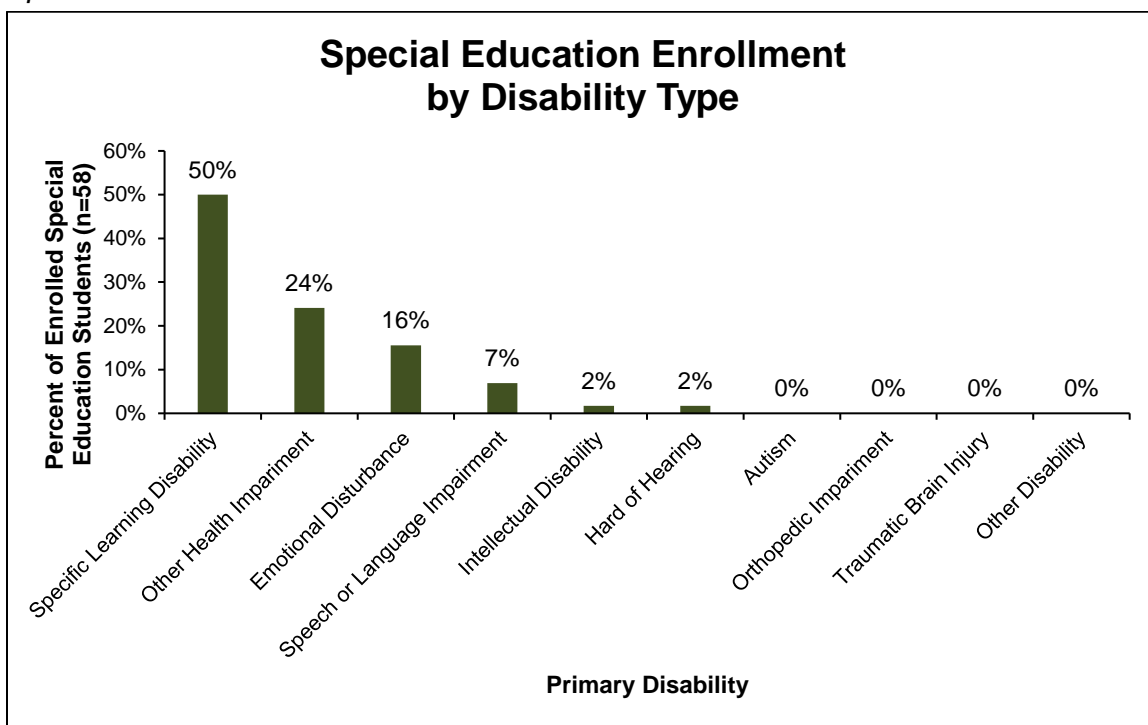
Figure 21. *Source: December 2018 CASEMIS Count Report*

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] OSA has received two Notices of Concern over the course of the current charter term.

School Year	Notices of Concern	Area(s) of Concern
2015-16	0	--
2016-17	1	Expulsion policy
2017-18	1	Ombudsperson Neutrality
2018-19	0	--
2019-20	0	--

Figure 22. *Source: OUSD Office of Charter Schools Notice of Concern documentation*

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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.

Website Audit

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

Report/Item	Posted?	Note
SARC Report (E.C. 35258)	Yes	-
Board Agenda & Meeting Date (E.C. 54950)	Yes	-
Gender Equity / Title IX (E.C. 221.61)	Yes	-
LCAP Report (E.C. 47606.5 (h))	Yes	-
Employee Code of Conduct (E.C. 44050)	Yes	-
Mathematics Placement Policy (E.C. 51224.7)	Yes	-
Education Protection Account (E.C. CA CONST Art 13, Section 36 (e)(23)(B)(6))	Yes	-

Figure 23. *Source: OUSD Office of Charter Schools charter school website audit conducted on 11/7/19*

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	19 (68%)	1,473 (66%)
Preliminary	6 (21%)	450 (20%)
Intern	0	120 (5%)
Emergency	1 (4%)	168 (8%)
Missing Data	0	30 (1%)
In Process[7]	2 (7%)	N/A
Total	**28 (100%)**	**2,241 (100%)**

Figure 24. *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*

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.

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[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.

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 25. *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. OSA met or made substantial progress 8 of 9 MPOs where sufficient data was provided by the school or publicly available to make an assessment.

#	Collective MPO Area	Target	Status[8]
1	Proficiency on ELA state test – schoolwide	Increase 5%, or achieve 74%	Substantial Progress
2	Proficiency on ELA state test –student groups	see appendix	Substantial Progress
3	Proficiency on Math state test – schoolwide	Increase 15%, or achieve 65%	Substantial Progress
4	Proficiency on Math state test –student groups	see appendix	Not Met
5	Proficiency on school's selected ELA/reading assessment – schoolwide	Increase 10%	Incomplete Data
6	Proficiency on school's selected ELA/reading assessment – student groups	see appendix	Incomplete Data
7	Proficiency on English language state test – English Learners	10%	N/A*
8	Chronic absenteeism rate – schoolwide	10%	Substantial Progress
9	Chronic absenteeism rate – student groups	see appendix	Met
10	Student and family survey results – school safety	75%	Incomplete Data
11	Student and family survey results – academic instruction	80%	Substantial Progress
12	Student and family survey results – voice in decision-making/opportunity for feedback	75%	Incomplete Data
13	Cohort graduation rate – schoolwide	85%	Met
14	Cohort graduation rate – student groups	85%-90%	Met
Summary			
Met	Substantial Progress	Not Met	Incomplete Data
3 (23%)	5 (38%)	1 (8%)	4 (31%)

Figure 26. *Source: Staff analysis of CDE data and annual MPO updates provided by the charter school over the course of the current charter term*

* Data unavailable due to transition from CELDT to ELPAC

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[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.

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. OUSD staff also reviewed the following additional documentation beyond the legal requirements: hiring procedures, student Absent without Leave policy, audit selection process.

Element (Education Code §47605(b)(5))	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes
2. Measurable pupil outcomes	Yes
3. Method by which pupil progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health & safety of students	Yes
7. Means for achieving a racial and ethnic balance	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for pupils residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 27. *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 28. *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

- State test proficiency rates are consistently well above the Oakland, Alameda County, and State averages.
- Consistently high A-G graduation rate well above the only comparison school, as well as the Oakland, Alameda County, and State averages in all years.
- Generally high performance of key student groups.
- 100% Black/African-American graduation rate.
- Met most School Performance Analysis indicators.
- Strong community and family partnerships.
- Robust vision, values, and goals.

Challenges

- One-year dip in 2017-18 in both Hispanic/Latinx cohort graduation rate and State test proficiency rates for students with disabilities.
- Middle school State test proficiency rates are below the only comparison school.
- Limited formal staff development opportunities.
- Inconsistent level of rigor across academic classes.

Determination

Based on this analysis, OSA 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

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

Challenges

- Deficit spending in each year of the charter term.
- Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves an extremely low percentage of socioeconomically disadvantaged students and English learners, as well as a lower percentage of students with disabilities.

Determination

Based on this analysis, OSA is deemed **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, OSA'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 Oakland School for the Arts. 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[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]. 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)

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

Comparison Middle Schools

School	ELA				Math			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
Hillcrest Elementary	89%	79%	87%	93%	79%	75%	73%	83%
Oakland School for the Arts	**67%**	**64%**	**74%**	**72%**	**63%**	**54%**	**57%**	**57%**

Table header: **Percent Met or Exceeding Standard on State Tests – Middle Schools** (includes only grade 6-8 results for schools serving other grade spans)

Figure 29. *Source: CAASPP Research Files*

Comparison High Schools

Percent Met or Exceeding Standard on State Tests – High Schools

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[14] Education Code §47607(b)(4)(A)

	ELA				Math			
School	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
Oakland Technical High	61%	59%	54%	54%	32%	28%	32%	34%
Oakland School for the Arts	**80%**	**67%**	**67%**	**66%**	**39%**	**28%**	**39%**	**46%**

(includes only grade 11 results for schools serving other grade spans)

Figure 30. *Source: CAASPP Research Files*

C. Cohort and A-G Graduation Rate Over Time Versus for District-Run Comparison High Schools

High School Cohort and A-G Graduation Comparison							
		Cohort Graduate Rate			A-G Graduation Rate		
School	15-16	16-17	17-18	18-19	15-16	16-17	17-18
Oakland Technical High	87%	89%	89%	93%	63%	67%	68%
Oakland School for the Arts	99%	99%	92%	95%	98%	100%	93%

Figure 31. *Source: CDE Downloadable Data Files (2015-16 COHORT GRADUATION RATE – Cohort Outcome Data; 2015-16 A-G GRADUATION RATE – Graduates by Race and Gender; 2016-17 and 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data)*

D. 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 Middle Schools State Test Outcomes					
	Percent Met or Exceeding Standard *(grades 6-8 only)*		Student Group Enrollment		
School	ELA	Math	Socioeconomically Disadvantaged *(schoolwide)*	English Learner *(grades 6-8 only)*	Special Education *(schoolwide)*
East Bay Innovation Academy	55%	49%	27%	5%	16%
Urban Montessori Charter	59%	50%	31%	20%	8%
Comparison Charter Middle Schools Median	***57%***	***50%***	***29%***	***13%***	***12%***
Oakland School for the Arts	**72%**	**57%**	**14%**	**2%**	**8%**

Figure 32. *Source: SBAC RESULTS – CAASPP Research Files; ENGLISH LEARNER – CDE Downloadable Data Files (English Learners by Grade & Language; SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report*

Comparison Charter High Schools 2018-19 State Test and Graduation Outcomes						
School	% Socioeconomically Disadvantaged *(schoolwide)*	% English Learner *(grades 9-12)*	% SPED *(schoolwide)*	State Test - Percent Met or Exceeding Standard		Cohort Graduation Rate
				ELA	Math	

East Bay Innovation Academy	27%	7%	16%	76%	50%	*
Oakland School for the Arts	**14%**	**0%**	**8%**	**66%**	**46%**	**93%**

Figure 33. *Source: ENGLISH LEARNER/COHORT OUTCOMES – CDE Downloadable Data Files (Learners by Grade & Language, Adjusted Cohort Graduation Rate and Outcome Data); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; STATE TEST – CAASPP Research Files*
* East Bay Innovation Academy did not enroll any 12th graders in 2018-19

E. 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	12%	13%	14%	16%	7%
	Black/African American	18%	18%	18%	19%	19%
	Asian	4%	4%	5%	6%	8%
	White	37%	38%	37%	42%	37%
	Two or More Races	16%	15%	16%	14%	26%
	Other Race/Ethnicity	2%	2%	2%	2%	2%
	Not Reported	12%	10%	9%	0%	1%
Other Student Groups	Socioeconomically Disadvantaged	12%	10%	12%	14%	*
	English Learners	1%	0%	1%	1%	1%
	Special Education	8%	9%	7%	8%	7%
Total Enrollment		**745**	**779**	**755**	**749**	**795**

Figure 34. *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

F. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	73	72	76	70	71
Number of classroom teachers retained from prior year	57	57	63	60	51
Percent of classroom teachers retained from prior year	N/A	78.1%	87.5%	78.9%	72.9%

Figure 35. *Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report*

G. 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 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 twelve complaints regarding OSA.

School Year	Complaints	Areas of Concern
2015-16	5	Bullying, Grading practices
2016-17	3	Inappropriate staff interaction with students, Noise complaint, Suspension/Expulsion procedure (unfair discipline)
2017-18	1	Alleged push-out of Special Education students
2018-19	3	Suspension/Expulsion procedures, Hostile staff interaction with students, Grading, Failure to respond to Complaint
2019-20	0	-

Figure 36. *Source: OUSD Office of Charter Schools Complaint Records*

H. 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	74	70	64.78	72.54	70	Substantial Progress
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.	-	-	-	-	-	-	Substantial Progress
	Asian	10	89	74	85	100	86	
	Hispanic/Latinx	20	71	61	46.81	62.07	63	
	Black/African American	20	71	45	45.59	39.73	47	
	White	5	90	83	79.39	82.98	83	

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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).

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
	Two or More Races	10	70	66	54.41	86.54	74	
	Socioeconomically Disadvantaged	10	74	41	46.51	55.26	56	
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.	15	65	57	48.04	51.99	55	Substantial Progress
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
	Asian	10	85	95	80	61.54	81	
	Hispanic/Latinx	25	62	50	35.42	36.67	40	
	Black/African American	25	47	23	17.65	24.32	20	
	White	15	75	68	58.46	60.42	71	
	Two or More Races	20	69	49	39.71	65.38	64	
	Socioeconomically Disadvantaged	30	58	33	30.95	28.21	40	
5	Each year, __(1)__ percent of students will increase __(2)__ on the *(ELA/Reading Assessment)* or achieve proficiency. *ELA/Reading Assessment: SRI*	10	0.1	86	83	(no data provided)	(no data provided)	Incomplete Data
6	Each year, for each numerically significant student group,* __(1)__ percent of students will increase __(2)__ on the *(same assessment as #5)* or achieve proficiency.	-	-	-	-	-	-	Incomplete Data
	Asian	10	0	(no data provided)	91	(no data provided)	(no data provided)	
	Hispanic/Latinx	25	0	(no data provided)	63	(no data provided)	(no data provided)	
	Black/African American	33	0	79	58	(no data provided)	(no data provided)	
	White	10	0	95	92	(no data provided)	(no data provided)	
	Two or More Races	15	0	92	84	(no data provided)	(no data provided)	
	Socioeconomically Disadvantaged	20	0	(no data provided)	(no data provided)	(no data provided)	(no data provided)	

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).	10		(no data provided)	(no data provided)	(no data provided)	(no data provided)	N/A*
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).	10		5	0	0	13.5	Substantial Progress
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).	-		-	-	-	-	Met
	Asian	20		(no data provided)	0	0	11.4	
	Hispanic/Latinx	20		(no data provided)	0	0	15.7	
	Black/African American	20		5	0	0	19.2	
	White	20		3	0	0	11.9	
	Two or More Races	20		6	0	0	14.5	
	Socioeconomically Disadvantaged	20		1	0	0	16.3	
10	Each year, at least _____ percent of students and families positively rate school safety.	75		Students: 94 Parents: not surveyed	Students: 91 Parents: not surveyed	(no data provided)	(no data provided)	Incomplete Data
11	Each year, at least _____ percent of students and families positively rate academic instruction.	80		Students: 72 Parents: not surveyed	Students: 75 Parents: not surveyed	Students: 75 Parents: 65	(no data provided)	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.	75		Students: 75 Parents: not surveyed	Students: 88 Parents: not surveyed	(no data provided)	(no data provided)	Incomplete Data
13	Each year, achieve a High School cohort graduation rate of at least _____.	85		98.88	100	99.1	95	Met
14	Each year, for each numerically significant student group,* achieve a High School cohort graduation rate of at least _____.	-		-	-	-	-	Met [incomplete data]
	Asian	90		(no data provided)	100	(no data provided)	(no data provided)	

Measurable Pupil Outcome	Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
	(1)	(2)					
Hispanic/Latinx	85		(no data provided)	100	93.3		
Black/African American	85		100	100	100		
White	90		100	100	100		
Two or More Races	90		100	100	(no data provided)		
Socioeconomically Disadvantaged	90		100	100	95.8		

Figure 37. *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)
14	11 or more students in cohort of the graduating class (regardless of graduation status)

Figure 38. *Source: OUSD Collective MPOs*

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Charter Renewal Recommendation: Oakland School for the Arts

OUSD Office of Charter Schools

Presented by Sonali Murarka and Kelly Krag-Arnold

Presented to the OUSD Board of Education

November 20, 2019

www.ousd.org   @OUSDnews

OUSD Charter Renewal Standards

I: The school is academically sound

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

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

Evidence considered by OUSD staff:

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

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

Office of Charter Schools Recommendation for Oakland School for the Arts:
Approve

Renewal Standard I – Academically Sound: **Met**

Renewal Standard II – Likely to Implement Proposed Program: **Met**

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

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Strengths and Challenges

Strengths

- Strong overall graduation rates and A-G graduation rates, indicating college/career readiness.

- Consistently strong performance among all key student groups considered.

- Strong, unique vision that drives the school and all stakeholders are invested in.
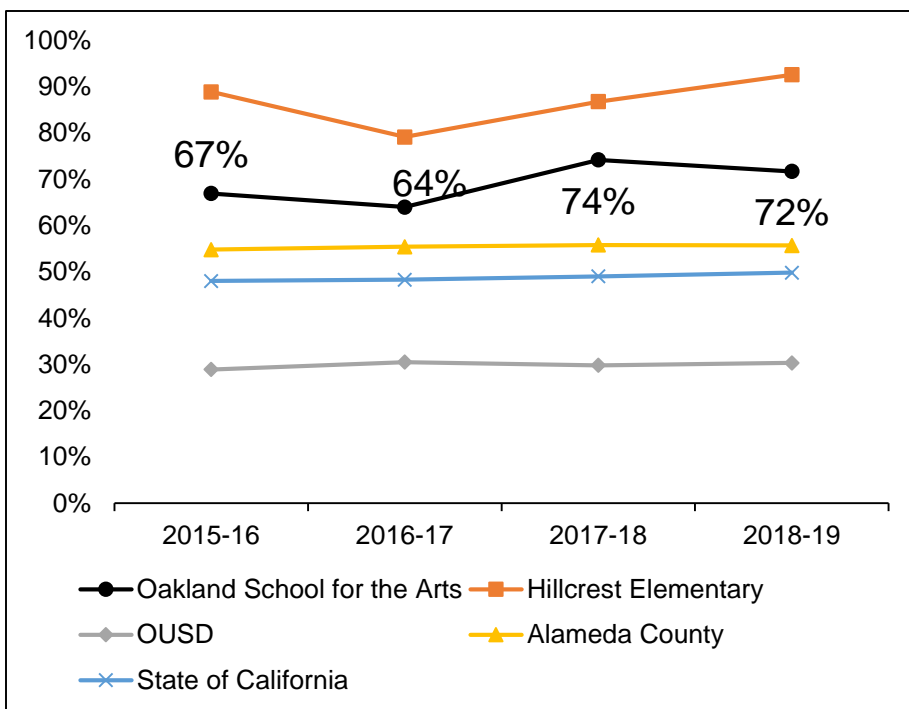
Challenges

- Academic performance in the middle school.

- Student body is far from the demographics of OUSD. Percentage of English Learners is particularly concerning.

    – OSA should bring an update after the first year of the audition phase-out.

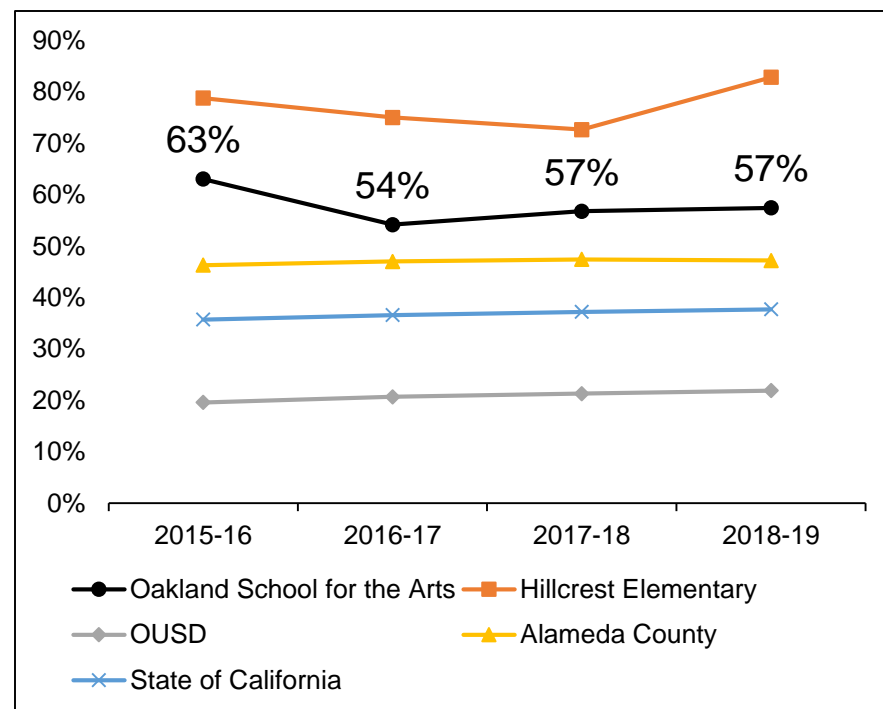- Inconsistent staff development and coaching cycles.

Comparison School Analysis - MS

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

State Test Proficiency – ELA (grades 6-8)

Data points labeled for Oakland School for the Arts: 67% (2015-16), 64% (2016-17), 74% (2017-18), 72% (2018-19)

Legend: Oakland School for the Arts, Hillcrest Elementary, OUSD, Alameda County, State of California

State Test Proficiency – Math (grades 6-8)

Data points labeled for Oakland School for the Arts: 63% (2015-16), 54% (2016-17), 57% (2017-18), 57% (2018-19)

Legend: Oakland School for the Arts, Hillcrest Elementary, OUSD, Alameda County, State of California

Comparison School Analysis - HS

Graduation Rate

- 99% — 2015-16
- 99% — 2016-17
- 92% — 2017-18
- 95% — 2018-19
- 87% — 2015-16
- 89% — 2016-17
- 89% — 2017-18
- 93% — 2018-19

Oakland School for the Arts — Oakland Technical High

A-G Graduation Rate

- 98% — 2015-16
- 100% — 2016-17
- 93% — 2017-18
- 63% — 2015-16
- 67% — 2016-17
- 68% — 2017-18

Oakland School for the Arts — Oakland Technical High
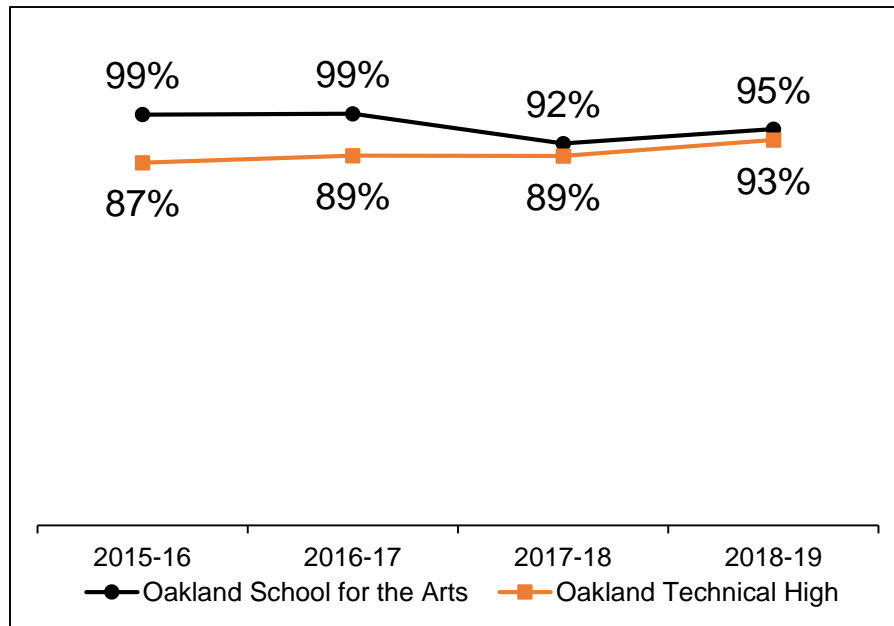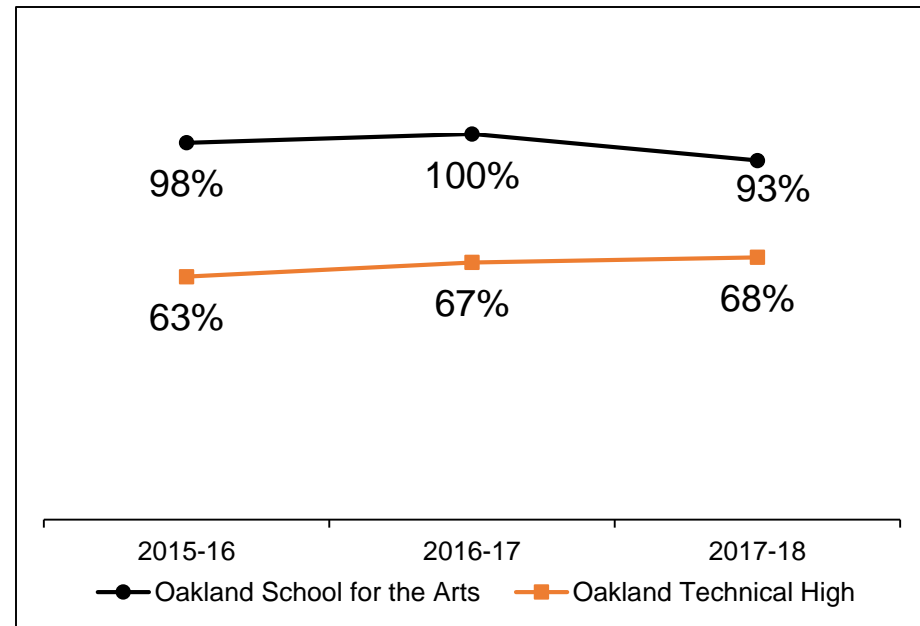
Analysis of Key Student Groups

Student Group	MS/HS State Test		HS Grad Rate	
	Years performed at/above OUSD	Pct Points above/below OUSD [most recent year]	Years performed at/above OUSD	Pct Points above/below OUSD [most recent year]
African-American	4 of 4	+11	4 of 4	+20
Latinx	4 of 4	+34	3 of 4	+33
Special education	4 of 4	+18	4 of 4	+39
Low-income	4 of 4	+29	4 of 4	+22

OSA did not serve a statistically significant number of English Learners to have reportable data.

Enrollment Over Time
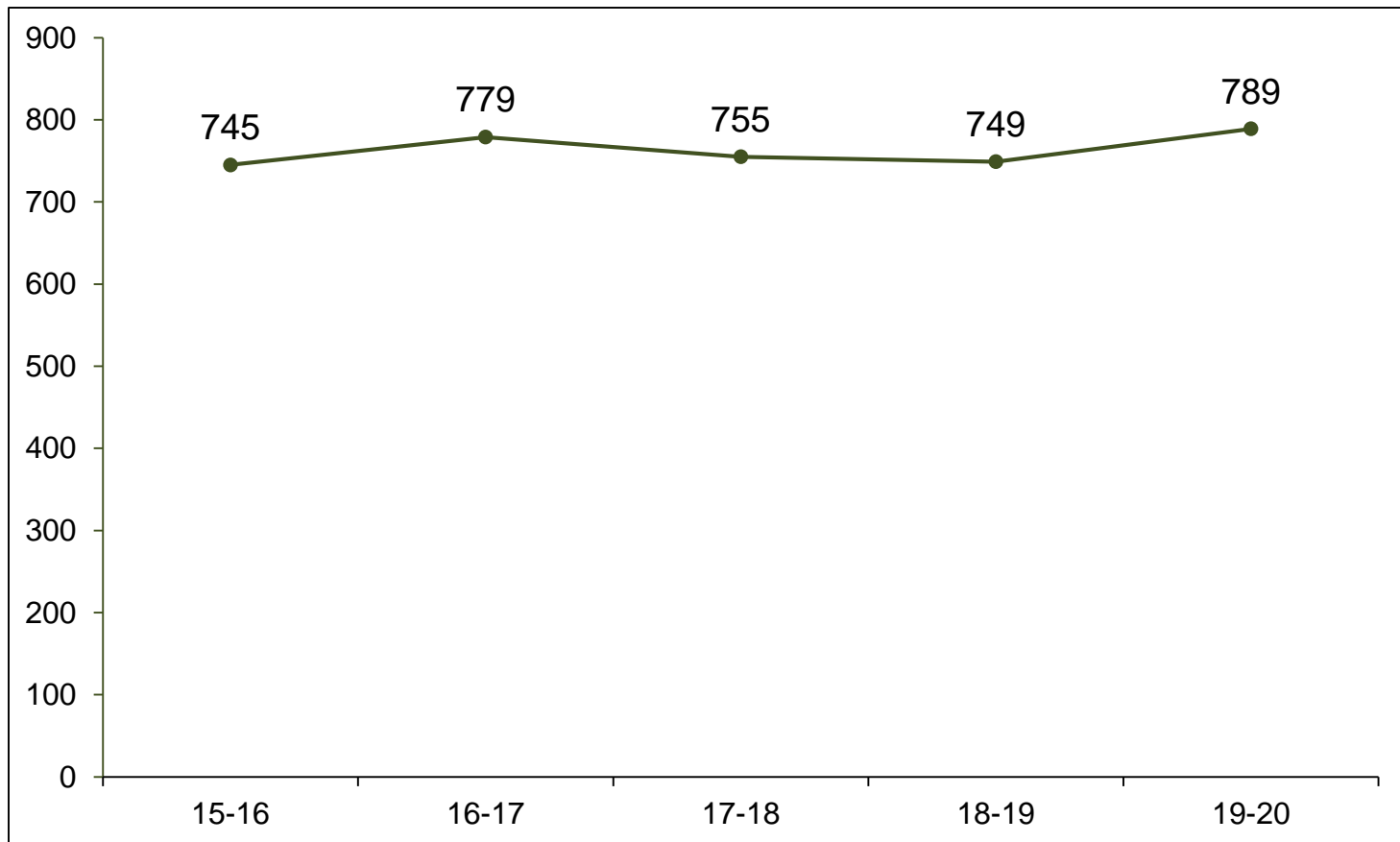
Demographics in 2018-19

Student Group	Charter School	OUSD (including charter schools)
Hispanic/Latinx	16%	46%
Black/African American	19%	24%
Asian	6%	12%
White	42%	10%
Two or More Races	14%	4%
Other Race/Ethnicity	2%	2%
Not Reported	0%	2%
Socioeconomically Disadvantaged	14%	74%
English Learners	1%	31% (6-12 only: 24%)
Special Education	8%	13% (excl charter schools: 14%)

Questions/Discussion