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Enactment Number	20-0569
Enactment Date	3/11/2020 er



Memo

To Board of Education

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

Board Meeting Date March 11, 2020

Subject Charter Renewal Request – Conservatory of Vocal and Instrumental Arts High School (COVAH)

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 January 8, 2020, and had a public hearing at a Board meeting on February 5, 2020.

Discussion The Office of Charter Schools staff and Superintendent recommend **approval** of the COVAH renewal petition.

Strengths:

- Strong academic performance in both ELA and Math. COVAH has outperformed its comparison school (Oakland Tech) in the majority of the past three years in both ELA and Math.
- Strong A-G graduation rates of 100% for the two years with available data.
- Achievement of African American students at the school is high (given limited data that is available).
- Unique instructional program.

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:

- Consistently low enrollment, which presents concerns about the school's fiscal viability in the medium-term.
- Lack of tangible plans from the Board on sustainability and viability.
- Student body could more closely reflect the demographics of OUSD, particularly with respect to the percent of English Learners and socioeconomically disadvantaged students.

Fiscal Impact

The school's current enrollment is more than 100 students below their maximum authorized enrollment. The school will likely increase its enrollment over the next charter term to come closer to its maximum authorized enrollment, but it is not clear that many COVAH families would otherwise have attended an OUSD school; from our conversations with students and families, most COVAH families were considering other charter schools or private school/homeschool. Thus, the negative fiscal impact on OUSD is difficult to estimate.

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation



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By:	er

TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
 Sonali Murarka, Director-Office of Charter Schools
DATE: March 11, 2020
SUBJECT: **Conservatory of Vocal and Instrumental Arts High School Renewal Request**

School Overview

Conservatory of Vocal and Instrumental Arts High School (“COVAH” or “charter school”) was founded in 2015. The school is located in East Oakland in the Caballo Hills neighborhood on the Merritt Community College campus (District 6, Skyline High School Attendance Area) and currently enrolls 86 students in grades 9-12.

Recommendation

Staff recommends that the Conservatory of Vocal and Instrumental Arts High School 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 December 12, 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 January 8, 2020.
- 4) A public hearing was held on February 5, 2020.
- 5) A decision hearing is being held on March 11, 2020.

Summary of Major Findings

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

Strengths

- Strong academic performance in both ELA and Math. COVAH has outperformed its comparison school (Oakland Tech) in the majority of the past three years in both ELA and Math. Note that COVAH did not have academic data in the first year of this charter term because it did not yet serve a numerically significant number of 11th graders.
- Serves a high percentage of African American students who, based on the limited data available, are performing substantially higher on State tests and have higher graduation rates in comparison to the district average for this student group.
- Strong A-G graduation rates of 100% for the two years with available data.
- Unique instructional program that provides students with significant exposure to the arts as well as the opportunity to participate in college classes and gain college credit.

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:

- Need for dramatic increase in enrollment. The school's enrollment has been growing very slowly and remains under 100 students despite the fact that it is serving 9th through 12th grade. These low enrollment numbers present concerns about the school's fiscal viability in the medium-term.
- Focus from the Board on planning for sustainability and viability for the next few years, both in terms of the fiscal concerns as well as succession planning for the potential retirement of the long-time school leader.
- Changes to the school's student body to more closely reflect the demographics of OUSD. The school has had a lower percentage of socioeconomically disadvantaged students, students with disabilities, and English learners relative to the OUSD average for these student groups in most years of the charter term. Note that the school has indicated that it will be joining the common charter application.

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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 criteria¹ in order to receive approval for the renewal of its charter:

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

B. Evidence of Standard I: Comparison Schools Analysis

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

The comparison school shown below was 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 at each of

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.*

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.

Comparison High Schools Group 2019-20 Enrollment			
School	% Socioeconomically Disadvantaged	% English Learners	% Special Education
Oakland Technical High	48%	7%	13%
Conservatory of Vocal/ Instrumental Arts High	49%	7%	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)

High School State Test Comparison

- COVAH has outperformed its comparison high school on the ELA State test in all three years for which it had test results. In Math, COVAH outperformed its comparison school in two of the three years on the State test.
- Despite a one-year decline in 2017-18, proficiency rates for both subjects increased between 2016-17 and 2018-19, by about 8 percentage points in ELA and 6 percentage points in Math.

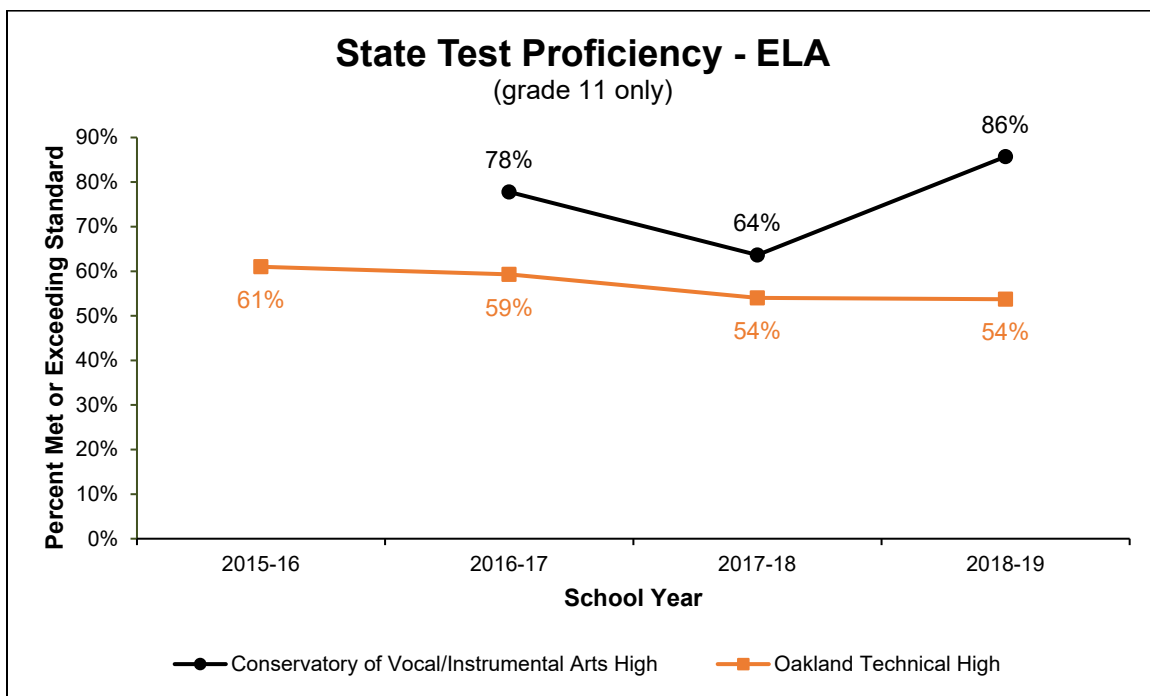


Figure 2. Source: CAASPP Research Files

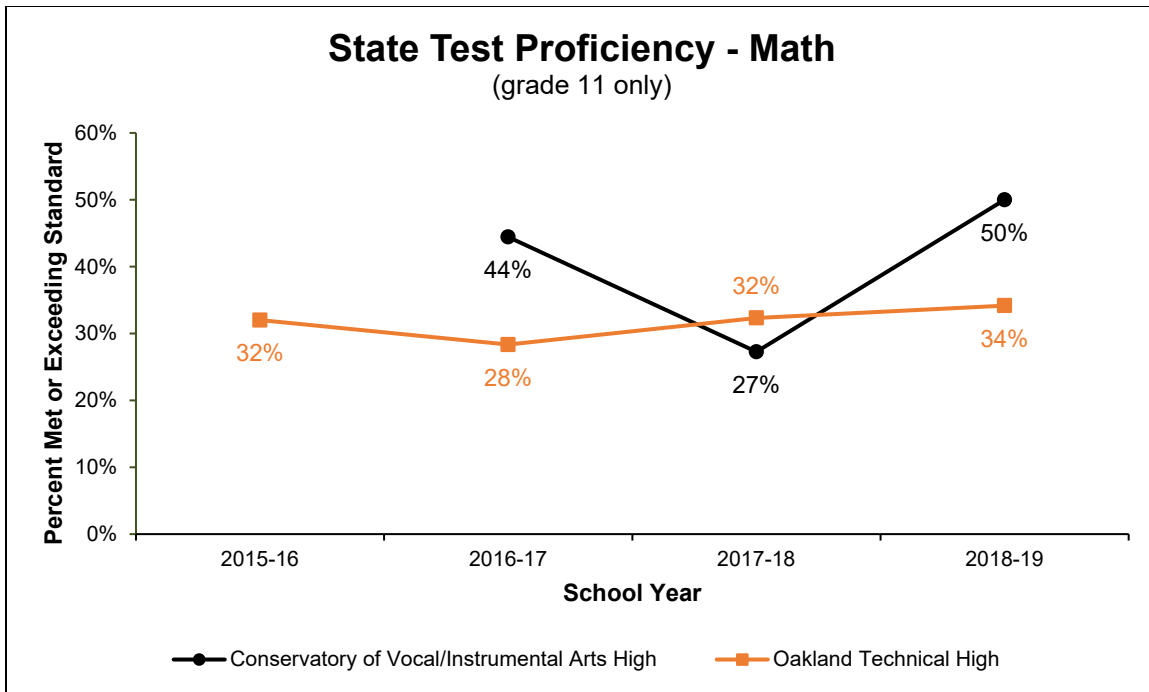


Figure 3. Source: CAASPP Research Files

Graduation Rates Comparison

- Note that COVAH’s graduating cohorts have been relatively small with just 18 and 12 total students in the cohort in 2017-18 and 2018-19, respectively. With such a small cohort size just a few students can contribute to large fluctuations in graduation rates.
- For 2017-18 and 2018-19, COVAH had a lower cohort graduation rate than Oakland Technical High School (Oakland Tech), its only comparison high school.
- For 2017-18 and 2018-19, 100% of COVAH graduates met A-G graduation requirements, which was about 30 percentage points higher than Oakland Tech in both years.
- Although COVAH’s 4-year cohort graduation rate has been relatively lower than Oakland Tech (its only comparison school), its 2018-19 5-year cohort graduation rate was 100%, which was 10 percentage points higher than Oakland Tech. All of these COVAH graduates also met A-G graduation requirements. Furthermore all students from last year’s graduating cohort that did not graduate on time are still enrolled at the school and are on track to graduate this year.

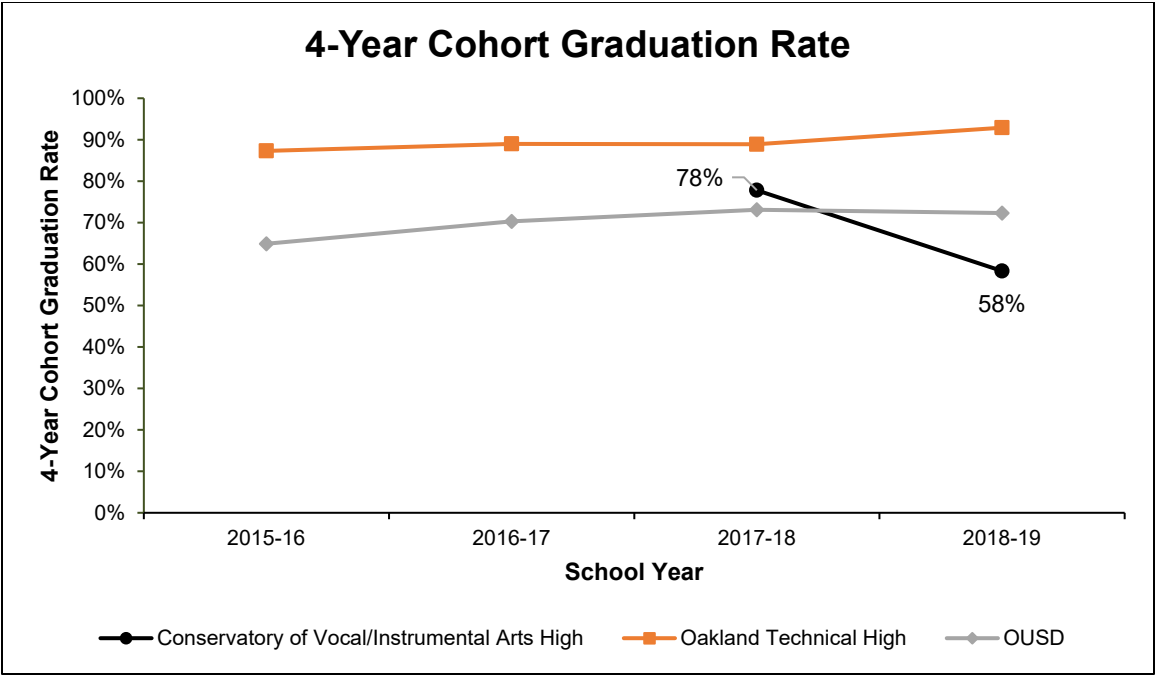


Figure 4. CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 to 2018-19 – Adjusted Cohort Graduation Rate and Outcome Data; NOTE: The CDE discourages comparing 2015-16 cohort graduation rates with rates from subsequent years due to substantial changes it made to the cohort graduation rate calculation methodology starting in 2016-17.

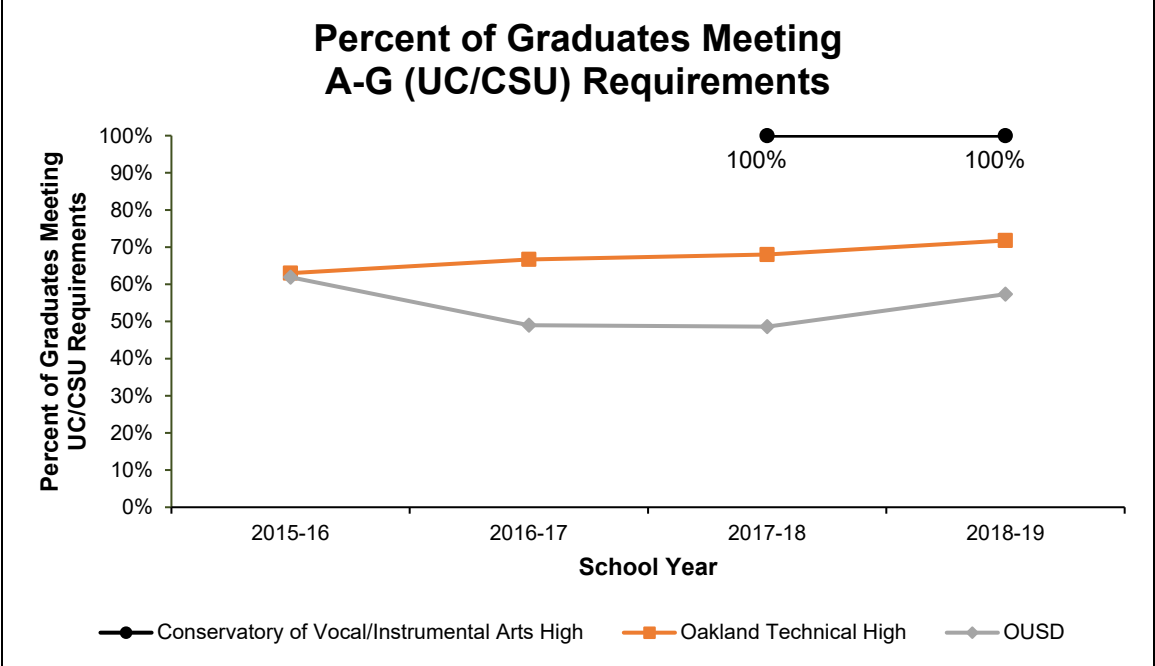
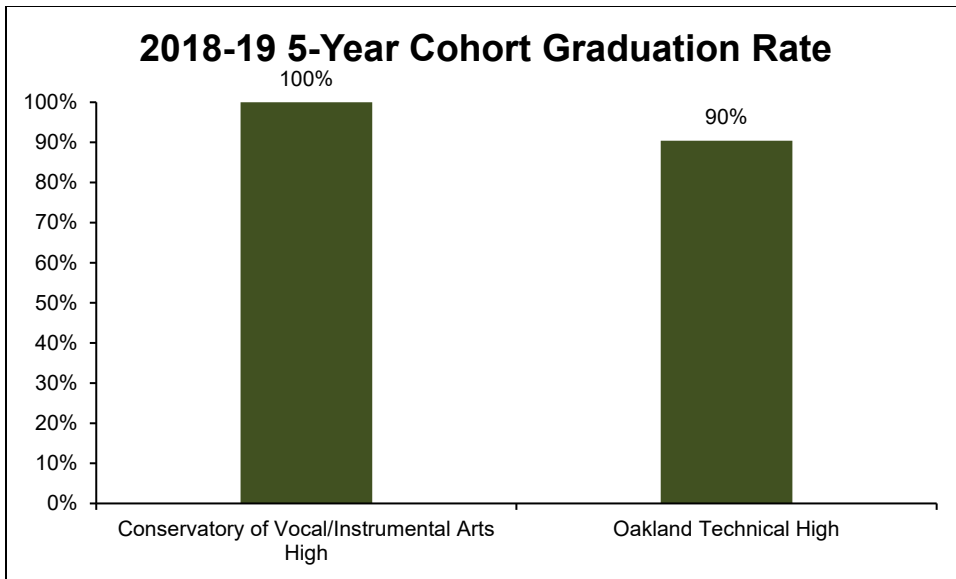


Figure 5 Source: CDE Downloadable Data Files (2015-16 – Graduates by Race and Gender; 2016-17 to 2018-19 – Adjusted Cohort Graduation Rate and Outcome Data)



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:

- Due to the small size of the school, COVAH has limited student group data that is publicly available. For example, COVAH only had 18, 11, and 14 students with State test scores in each of the three most recent years, respectively. Therefore, only one year of outcome data is publicly available for Black/African American and socioeconomically disadvantaged students.
- Black/African American and socioeconomically disadvantaged students at COVAH outperformed students in OUSD schools from these same two student groups by 58 and 35 percentage-points in 2016-17, the only year for which data was available.
- Black/African American and socioeconomically disadvantaged students at COVAH had slightly higher cohort graduation rates than the OUSD average for similar student groups in 2017-18, the only year for which data was available. Specifically, COVAH’s cohort graduation rate was 7 percentage-points higher for Black/African American students and 2 percentage-points higher for socioeconomically disadvantaged students.

Black/African American

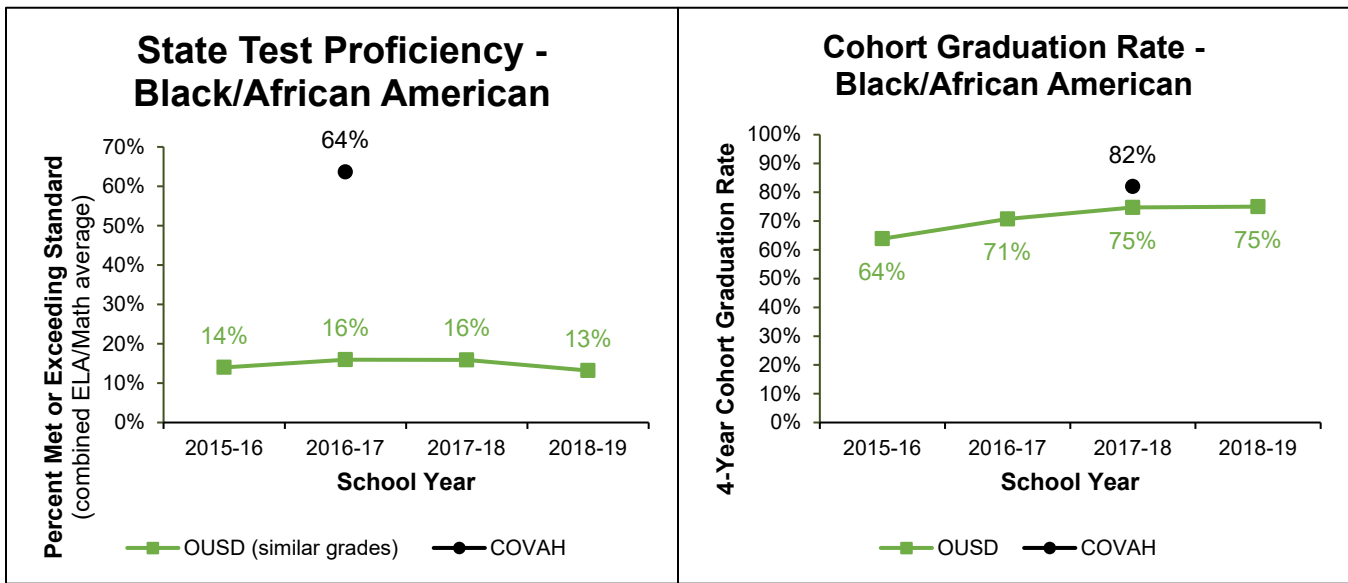


Figure 6. Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)

Hispanic/Latinx

Due to the low number of Hispanic/Latinx students with scores on state tests and in graduating cohorts at COVAH, state test and cohort graduation outcomes for this student group are not publicly available for any of the four years of the charter term.

Special Education

Due to the low number of Special Education students with scores on state tests and in graduating cohorts at COVAH, state test and cohort graduation outcomes for this student group are not publicly available for any of the four years of the charter term.

Socioeconomically Disadvantaged

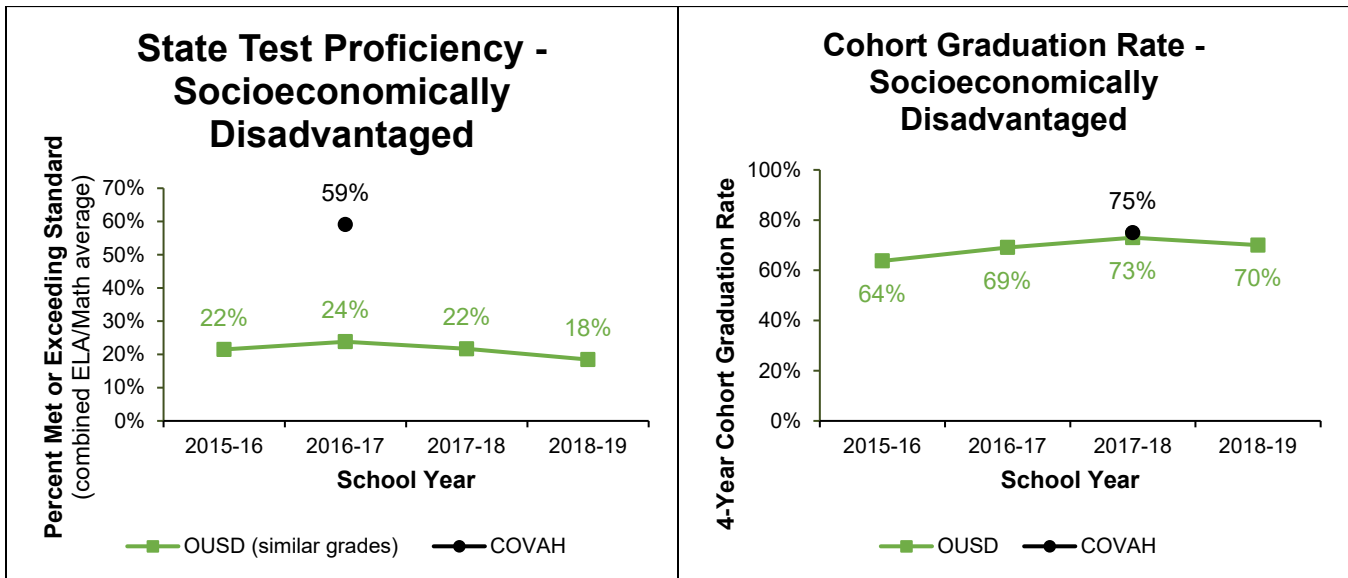


Figure 7. Source: CAASPP Research Files; CDE Downloadable Data Files (2015-16 – Cohort Outcome Data; 2016-17 & 2017-18 – Adjusted Cohort Graduation Rate and Outcome Data; 2018-19 CALPADS – Cohort Outcome Report)

English Learner

Due to the low number of English Learner students with scores on state tests and in graduating cohorts at COVAH, state test and cohort graduation 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.

The overall low enrollment at COVAH resulted in all SPA data being unavailable except for suspension data. Although COVAH met the minimum threshold for the suspension indicator in all three years, an overall determination could not be made due to the lack of available data for academic indicators.

Indicator	2016-17 (prior year)		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-
Suspension	Met	-	Met	Met	Met	Met
Graduation	-	-	-	-	-	-
College/Career	-	-	-	-	-	-
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	N/A (insufficient data) (Met 1 of 1)		N/A (insufficient data) (Met 2 of 2)		N/A (insufficient data) (Met 2 of 2)	

Figure 8. Source: California School Dashboard; CORE Index Dashboard

SCHOOLWIDE			
ACADEMIC INDICATORS			
<i>To meet, school must have either California School Dashboard Color Orange or higher or CORE Growth Level Medium or higher (i.e. > 30th percentile).</i>			
English Language Arts State Test	Dashboard Color	(data unavailable due to too few students)	-
	CORE Growth Level		
Mathematics State Test	Dashboard Color		-
	CORE Growth Level		
CULTURE/CLIMATE INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Suspension	Dashboard Color	Blue <i>0% suspended once; no change</i>	Met

GRADUATION/POST-SECONDARY READINESS INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Graduation	Dashboard Color	(data unavailable due to too few students)	-
College/Career	Dashboard Color		-

Figure 9. Source: California School Dashboard; CORE Index Dashboard

EQUITY											
<i>To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on either Dashboard Color or CORE Growth Level metric.</i>											
Indicator	Data Source	Student Group								Met/Not Met	
		Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color	(data unavailable due to too few students)								-	-
	CORE Growth Level									-	-
Mathematics State Test	Dashboard Color									-	-
	CORE Growth Level									-	-
Suspension	Dashboard Color <i>(% suspended once; change)</i>	Blue 0%; <i>no change</i>	-	-	Blue 0%; <i>no change</i>	-	-	-	-	Met (2 of 2)	
Graduation	Dashboard Color	(data unavailable due to too few students)								-	-
College/Career	Dashboard Color									-	

Figure 10. 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 the charter school was completed by a review team in December 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 Rubric³. Ratings range from 1 (low) to 4 (high): 1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

³ The full SQR Rubric used for this evaluation can be found at www.ousdcharters.net/renewing-charter-schools.html.

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	2.5
	1B: Leadership & Governance	2.3
2: Building Conditions for Student Learning	2A: Learning Partnerships	3.3
	2B: Multi-Tiered Systems of Support	2.7
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	2.3
	3B: Evidence-Based Professional Collaboration	2.3
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.0
	4B: Data-Driven Instruction	3.0
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.3

Figure 11. *Source: Assessment by the SQR review team after site visit conducted on December 12, 2019.*

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

Although the charter school struggled financially during the first two years of its charter term, it is currently in good financial standing with a healthy ending fund balance. For the first two years of its charter term, the school had deficit spending well above 20% of its fund balance, debt ratios well above 1, a negative fund balance, and a reserve below 3%. However, the charter school’s board also oversaw Conservatory of Vocal and Instrument Arts, which served grades K-8 until the end of 2016-17 when it closed. At that time, the K-8 school’s ending fund balance of \$776,219 was transferred to the high school, which has allowed COVAH to maintain an adequate fund balance since that time. Throughout the charter term, there have been no major audit findings, and in the two most recent years, the debt ratio has been less than 1 and the school has maintained a 3% reserve.

Financial Indicator	2015-16	2016-17	2017-18	2018-19 [Unaudited]
Deficit Spending	(\$37,035)	(\$188,399)	\$-	(\$19,929)
Ratio: Deficit to Ending Fund Balance	-47.63%	-70.79%	0.00%	-5.10%
Debt Ratio	2.01	3.30	0.43	N/A
Ending Fund Balance	(\$77,749)	(\$266,148)	\$410,733	\$390,805
Major Audit Finding	None	None	None	N/A
3% Reserve	No	No	Yes	Yes

Figure 12. Source: Audit, Attendance, and State P2 Reports

B. Evidence for Standard II: Enrollment

Student Enrollment

Total Enrollment by Year

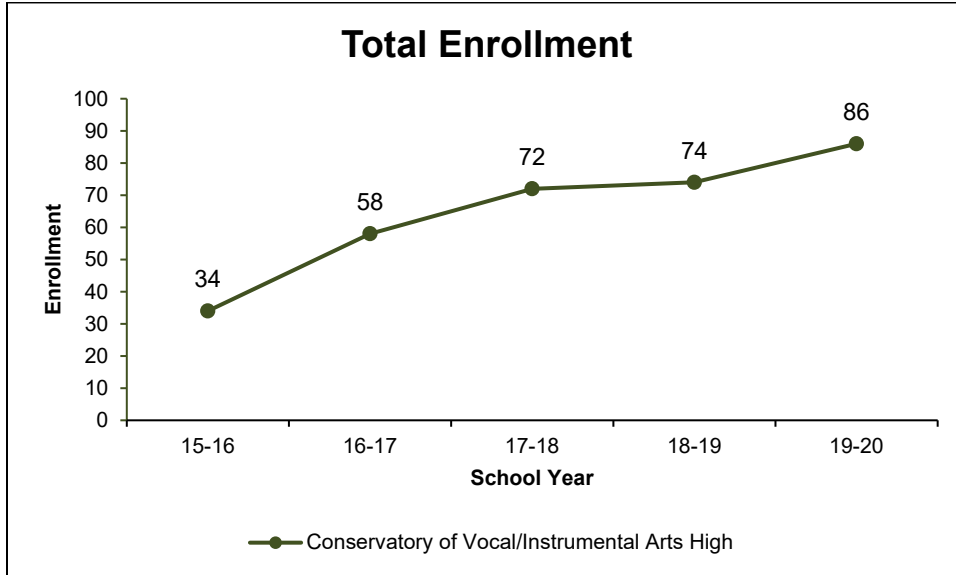


Figure 13. Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – CALPADS 1.1 County Enrollment – Primary Status by Subgroup Report (as of Oct. 2, 2019)

Enrollment by Grade Level

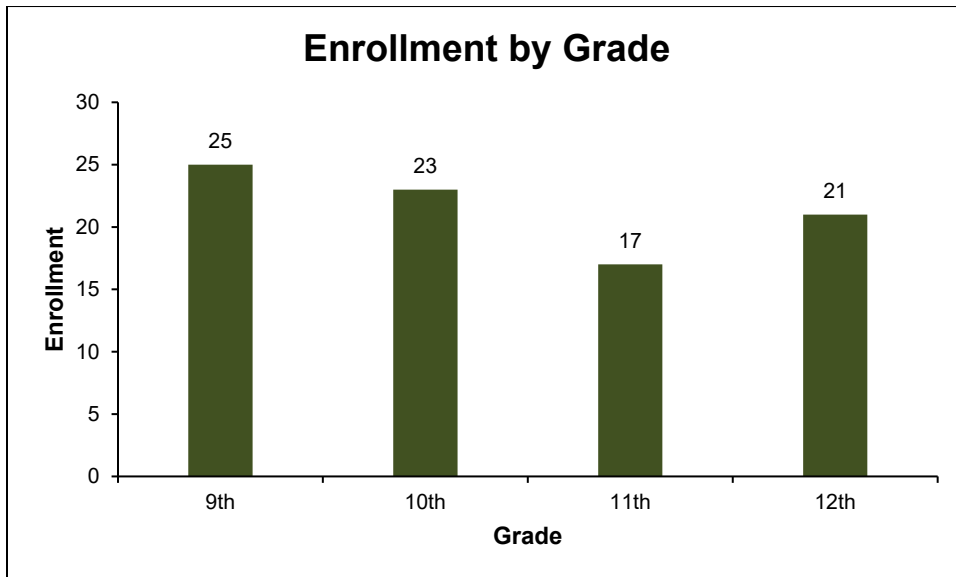


Figure 14. Source: CALPADS 1.1 County Enrollment – Primary Status by Subgroup Report (as of Oct. 2, 2019)

Enrollment Demographics

2019-20 Charter School vs. OUSD Student Group Enrollment Comparison			
Student Group Type	Student Group	Charter School	OUSD (excluding charter schools)
Ethnicity	Hispanic/Latinx	33%	44%
	Black/African American	57%	23%
	Asian	0%	12%
	White	7%	12%
	Two or More Races	0%	5%

	Other Race/Ethnicity	2%	2%
	Not Reported	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	49%	70%
	English Learners	7%	30% (grades 9-12 only: 27%)
	Special Education	12%	14% (including charter schools: 13%)

Figure 15. Source: CHARTER SCHOOL – CALPADS 1.1 County Enrollment – Primary Status by Subgroup Report (as of Oct. 2, 2019); OUSD – OUSD Department of Research, Assessment, and Data

Special Education Enrollment

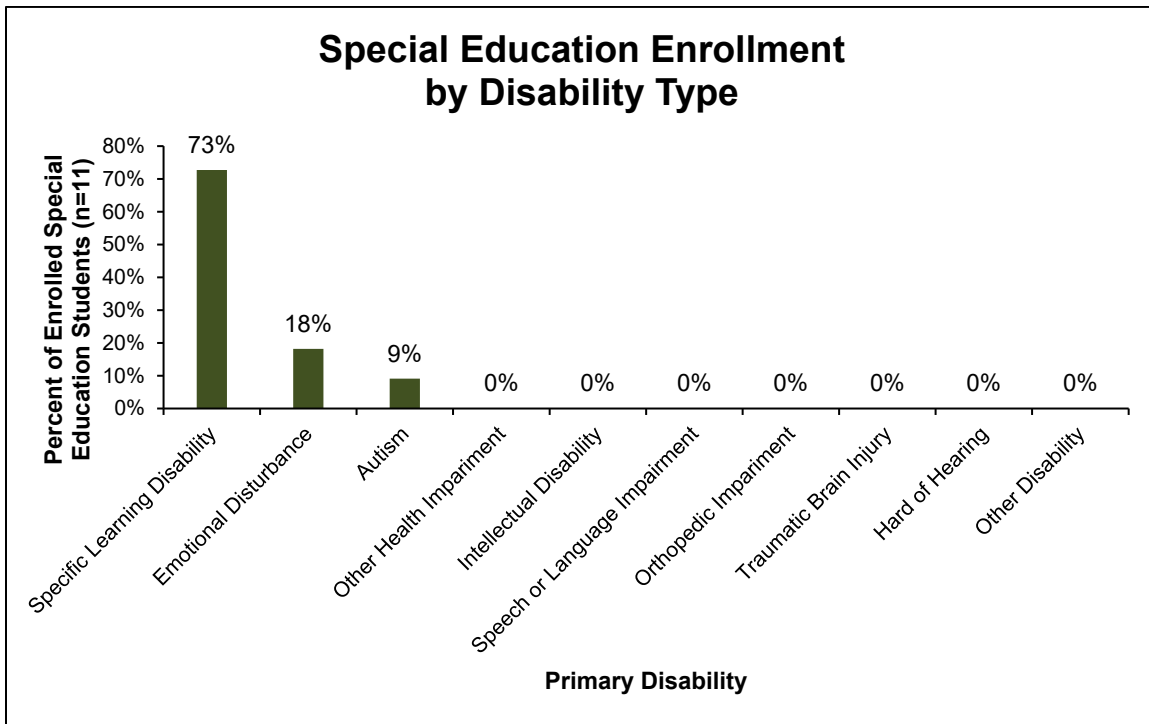


Figure 16. Source: Special Education Information System (SEIS) as of February 5, 2020

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.⁴ COVAH has received 4 Notices of Concern over the course of the current charter term.

⁴ 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.

School Year	Notices of Concern	Area(s) of Concern
2015-16	1	Fiscal deficiency
2016-17	1	Credential non-compliance: 30-Day Substitute Credential
2017-18	0	--
2018-19	0	--
2019-20	2	Brown Act

Figure 17. Source: OUSD Office of Charter Schools Notice of Concern documentation

Website Audit

According to the audit below, COVAH 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 18. 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 ⁵
Clear	3 (75%)	1,473 (66%)
Preliminary	1 (25%)	450 (20%)
Intern	0	120 (5%)
Emergency	0	168 (8%)
Missing Data	0	30 (1%)
In Process ⁶	0 (0%)	N/A
Total	4 (100%)	2,241 (100%)

Figure 19. Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of 02/13/20; 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

⁵ 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.

⁶ Credential and/or waiver application submitted, but currently still being processed by the CTC.

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.

OCS determined that the COVAH board did not meet the criteria of working to foster a school environment which is viable and effective because the board has not implemented plans to address the under-enrollment of the school, a problem which has persisted throughout the school’s charter term. Under-enrollment has an impact on the overall financial health and sustainability of the school.

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.	Not Met
The governing board abides by appropriate policies, systems, and processes in its oversight.	Met

Figure 20. Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school Board meeting(s).

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

The following is a summary of the extent to which the school has met its adopted Measurable Pupil Outcomes (MPOs). The charter school voluntarily adopted the District’s Collective MPOs in 2015-16 via a material revision in which it set its own targets in each MPO area. A detailed table of the charter school’s MPO targets and annual updates is provided in the appendix. COVAH met or made substantial progress on 9 of its 10 MPOs for which data was available.

#	Collective MPO Area	Target	Status ⁷
1	Proficiency on ELA state test – schoolwide	Increase 2% or achieve 50%	Met
2	Proficiency on ELA state test –student groups	see appendix	N/A*
3	Proficiency on Math state test – schoolwide	Increase 2% or achieve 45%	Met
4	Proficiency on Math state test –student groups	see appendix	N/A*
5	Progress on school’s selected ELA/reading assessment – schoolwide	20% increase one grade level	Met
6	Progress on school’s selected ELA/reading assessment – student groups	see appendix	Met
7	Proficiency on English language state test – English Learners	20%	N/A**
8	Chronic absenteeism rate – schoolwide	2%	Met

⁷ 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.

9	Chronic absenteeism rate – student groups	see appendix	Substantial Progress
10	Student and family survey results – school safety	75%	Met
11	Student and family survey results – academic instruction	70%	Met
12	Student and family survey results – voice in decision-making/opportunity for feedback	70%	Substantial Progress
13	Cohort graduation rate – schoolwide	90%	Not Met
14	Cohort graduation rate – student groups	see appendix	N/A*
Summary			
	Met	Substantial Progress	Not Met
	7 (70%)	2 (20%)	1 (10%)
			Incomplete Data
			0 (0%)

Figure 21. Source: Staff analysis of CDE data and annual MPO updates provided by the charter school over the course of the current charter term

* Insufficient data available due to low overall enrollment and data only being available for student groups in one of the four years

** 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 (Education Code §47605(b)(5))	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21 st 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 22. 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 23. 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

- 100% A-G graduation rate in both years for which there is sufficient data.
- Outperformed comparison District school all three years in ELA and two of three years in math state test proficiency rates. Outperformed all three comparison charter schools in ELA and two of three comparison charter schools in math in 2018-19.
- State test proficiency and graduation rates for African-American students and socioeconomically disadvantaged students, where available, above OUSD average for similar student groups.
- Unique opportunity for concurrent enrollment at Merritt College and significant exposure to the arts.

Challenges

- Decline in four-year cohort graduation rate between 2017-18 and 2018-19.
- Limited opportunities for teacher collaboration, primarily due to small size of school.

Determination

Based on this analysis, COVAH 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

- Has served consistently high percentage of African-American students, while also growing the proportion of Latinx students served over the duration of the charter term.
- Website is in compliance with posting all required documentation.
- Met or made substantial progress on 90% of available measurable pupil outcomes.

Challenges

- While student enrollment has increased slightly over the charter term, the school's low enrollment has contributed to deficit spending in the first two years of the charter term. with limited concrete plans for how to boost enrollment.
- Has served a lower percentage of socioeconomically disadvantaged students, English learners, and students with disabilities than the OUSD average for these student groups in most years of the charter term.
- Board met only three of four Board effectiveness indicators.

Determination

Based on this analysis, COVAH 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, COVAH’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 Conservatory of Vocal and Instrumental Arts High School. 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 Act⁸, 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 law⁹. 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 authorizer¹⁰. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605¹¹.

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 charter¹². The Board of Education’s approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

⁸ Education Code §47605

⁹ Education Code §47605 d(1)

¹⁰ Education Code §47607(a)(1)

¹¹ Education Code §47607(a)(2)

¹² 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.”¹³ The comparison schools were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students using the following three factors:

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

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

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

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

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

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

Comparison High Schools

Percent Met or Exceeding on State Tests – High Schools (includes only grade 11 results for schools serving other grade spans)								
School	ELA				Math			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
Oakland Technical High	61%	59%	54%	54%	32%	28%	32%	34%
Conservatory of Vocal/Instrumental Arts High	-	78%	64%	86%	-	44%	27%	50%

Figure 24. Source: CAASPP Research Files

¹³ Education Code §47607(b)(4)(A)

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

High School Cohort and A-G Graduation Comparison								
School	Cohort Graduate Rate				A-G Graduation Rate			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
Oakland Technical High	87%	89%	89%	93%	63%	67%	68%	72%
Conservatory of Vocal/Instrumental Arts High	-	-	78%	58%	-	-	100%	100%

Figure 25. 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); 2018-19 CALPADS – Cohort Outcome Report

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.

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		Cohort Graduation Rate
				ELA	Math	
Bay Area Technology	60%	12%	9%	19%	8%	97%
American Indian Public High	73%	14%	4%	59%	63%	80%
Oakland Military Institute	81%	20%	12%	45%	13%	91%
<i>Comparison Charter High Schools Median</i>	<i>73%</i>	<i>14%</i>	<i>9%</i>	<i>45%</i>	<i>13%</i>	<i>91%</i>
Conservatory of Vocal/Instrumental Arts High	57%	1%	7%	86%	50%	58%

Figure 26. Source: ENGLISH LEARNER– CDE Downloadable Data Files (Learners by Grade & Language); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; STATE TEST – CAASPP Research Files; COHORT GRADUATION – 2018-19 CALPADS Cohort Outcome Report

* Since only 2018-19 outcome data is included in this table, student group percentages are from that same year instead of from 2019-20.

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	26%	26%	25%	23%	33%
	Black/African American	59%	62%	64%	58%	57%
	Asian	6%	3%	3%	4%	0%
	White	9%	7%	7%	11%	7%
	Two or More Races	0%	2%	0%	1%	0%

	Other Race/Ethnicity	0%	0%	1%	3%	2%
	Not Reported	0%	0%	0%	0%	0%
Other Student Groups	Socioeconomically Disadvantaged	53%	59%	57%	57%	49%
	English Learners	0%	2%	1%	1%	7%
	Special Education	9%	9%	8%	7%	12%
Total Enrollment		34	58	72	74	86

Figure 27. 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 – CALPADS (1.1 County Enrollment – Primary Status by Subgroup Report as of Oct. 2, 2019)

F. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	2	4	4	4	4
Number of classroom teachers retained from prior year	1 st year of operations	2	2	3	2
Percent of classroom teachers retained from prior year	N/A	100%	50%	75%	50%

Figure 28. 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,¹⁴ 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 a total of 7 complaints about COVAH practices. All of these complaints were reported in 2019-20. In the 2016-17 school year, a number of complaints were reported to the Office of Charter Schools by COVA K-8 families. Most of these complaints specifically addressed COVA K-8 practices and are not included in this report. However, 10 complaints which came from COVA K-8 families or staff raised concerns about the management practices of the Charter School Board or Dr. Abad. These complaints are included here because they relate to the management and governance of the organization. Taken together, these total to 17 complaints about either the charter school board and site leader or COVAH.

¹⁴ 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).

School Year	Complaints	Areas of Concern
2015-16	0	-
2016-17	10	All 10 concerns were reported by COVA K-8 families and staff and related to the school's board or CMO leader, not practices specific to COVAH. Concerns included the Board's limited knowledge and stability, Discriminatory hiring/pay allegations, Nepotism, Aggressive and inappropriate conduct by Dr. Abad
2017-18	0	-
2018-19	0	-
2019-20	7	Conflicts of interest on Board, Ombudsperson not impartial, Student discipline, Student health/safety, Failure to implement accommodations, Failure to release student records, Inappropriate/rude responses by Dr. Abad

Figure 29. 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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	2	50	N/A (didn't have an 11 th grade cohort in 15-16)	78	63	85	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 <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	N/A (insufficient data due to low enrollment)
African American	2	45	N/A	N/A	81	N/A	
Socioeconomically Disadvantaged	2	45	N/A	N/A	72	N/A	
3 By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	2	45	N/A	44	27	50	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	-	-	-	-	-	-	N/A (insufficient data due to low enrollment)

	(1) percent or achieve a level of (2) percent.							
	African American	1	40	N/A	N/A	45	N/A	
	Socioeconomically Disadvantaged	1	40	N/A	N/A	45	N/A	
5	Each year, (1) percent of students will increase (2) on the <i>(ELA/Reading Assessment)</i> or achieve proficiency.	20	One grade level	62	81	90	85	Met
	<i>ELA/Reading Assessment: Gates-MacGinitie</i>							
6	Each year, for each numerically significant student group,* (1) percent of students will increase (2) on the <i>(same assessment as #5)</i> or achieve proficiency.	-	-	-	-	-	-	Met
	African American	20	One grade level	(No Data Provided)	84	93	85	
	Socioeconomically Disadvantaged	20	One grade level	(No Data Provided)	79	87	87	
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).	20		(No Data Provided)	100	(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).	2		(No Data Provided)	1.6	1.3	1.3	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).	-		-	-	-	-	Substantial Progress
	African American	2		(No Data Provided)	0	2.1	2.2	
	Socioeconomically Disadvantaged	2		(No Data Provided)	2.7	2.2	0	
10	Each year, at least _____ percent of students and families positively rate school safety.	75		Students: no data Parents: 100	Students: 100 Parents: 100	Students: 97 Parents: 100	Students: 92 Parents: 88	Met [incomplete data]
11	Each year, at least _____ percent of students and families positively rate academic instruction.	70		Students: no data Parents: 100	Students: 100 Parents: 100	Students: 80 Parents: 75	Students: no data Parents: 90	Met [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: no data Parents: 50	Students: 100 Parents: 100	Students: 80 Parents: 63	Students: no data Parents: 50	Substantial Progress [incomplete data]
13	Each year, achieve a High School cohort graduation rate of at least _____.	90	N/A (didn't have an 12 th grade cohort)	N/A (didn't have an 12 th grade cohort)	78	58	Not Met
14	Each year, for each numerically significant student group,* achieve a High School cohort graduation rate of at least _____.	-	-	-	-	-	N/A (insufficient data due to low enrollment)
	African American	90	N/A	N/A	82	N/A	
	Socioeconomically Disadvantaged	90	N/A	N/A	75	N/A	

Figure 30. 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 31. Source: OUSD Collective MPOs