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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date October 10, 2024

Subject Charter Renewal Decision Hearing – Oakland Unity High School

Ask of the Board Vote

Background On March 22, 2017, the OUSD Board of Education voted to approve a five-year term for Oakland Unity High School (“Unity High”). Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 15, 2024, Unity High submitted its renewal petition to OUSD. On September 11, 2024, the OUSD Board of Education held an Initial Public Hearing, where Unity High staff had the opportunity to present to the Board. In accordance with California Education Code, the OUSD Office of Charter Schools prepared a Staff Report which was posted publicly on September 25, 2024.

Unity High was placed in the Middle tier by the State and is consequently eligible for a 5-year term.

Discussion The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. A charter school must meet the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, a charter school is evaluated on the following renewal criteria:

- Has the Charter School Presented a Sound Educational Program?
- Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- Is the Petition Reasonably Comprehensive?
- Is the School Serving All Students Who Wish to Attend?

Based on the analysis in the attached Staff Report, the OUSD Office of Charter Schools (OCS) Staff recommends **approval** on the basis that the school has adequately met each of the four renewal criteria.

If the renewal petition is approved, Staff recommends the following as a benchmark for the OUSD Board to monitor progress on the repeated fiscal audit findings outlined in the Staff Report:

- *A commitment from the Charter School to provide an annual report to the OUSD Board about their progress on clearing the school's repeated audit finding regarding their internal controls over financial statements. This annual report to the OUSD board would continue each year of the charter term unless these findings are cleared in a future audit.*

Fiscal Impact

No direct fiscal impact.

Attachment(s)

- Unity High - Renewal Staff Report
- Unity High - Renewal Staff Presentation
- Unity High - Charter School Presentation

**RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2425-0010

**APPROVING CHARTER PETITION OF
UNITY SCHOOLS – OAKLAND UNITY HIGH SCHOOL – GRADES 9-12
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

WHEREAS, the Charter Schools Act (Ed. Code §47600, et seq.) establishes the criteria by which charter school renewals are to be approved or denied; and

WHEREAS, Education Code Section 47605(c) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, on July 15, 2024, the District received a renewal petition for Oakland Unity High School (“Petition”), a public charter school currently serving 299 students in grades 9-12 and authorized to serve grades 9-12 with a maximum enrollment of up to 450 students at full enrollment; and

WHEREAS, the law outlines a three-tier system for most charter schools seeking renewal, including additional requirements for evaluating the soundness of the school’s educational program depending on the school’s renewal tier; and

WHEREAS, Oakland Unity High School was placed in the Middle tier by the California Department of Education based on its State Dashboard data; and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes *all* of the following written factual findings, setting forth specific facts to support the findings:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. The closure is in the best interest of the pupils; and
3. The decision provided greater weight to performance on measurements of academic performance (if applicable); and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

- A. Substantial fiscal or governance concerns; or

- B. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.

And the chartering authority has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, AND the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

- A. The corrective action proposed by the charter school has been unsuccessful; or
- B. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, the Governing Board did not issue a notice to the charter school which set forth specific facts to support the above findings; and

WHEREAS, on September 11, 2024, the Governing Board held an initial public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, on October 10, 2024, the Governing Board held a decision public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, the Governing Board, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 90 days of submission, unless Petitioner agrees to an extension of up to 30 days;

NOW, THEREFORE, BE IT RESOLVED THAT THE GOVERNING BOARD OF THE OAKLAND UNIFIED SCHOOL HEREBY FINDS that Unity Schools – Oakland Unity High School has met the requirements of Education Code Section 47605(c) and 47607(e) and the District's Charter Renewal Standards in that:

- 1) The Petition presents a sound educational program for the pupils to be enrolled in the Charter School; and
- 2) The Petitioners are demonstrably likely to successfully implement the program set forth in the Petition; and
- 3) The Petition has reasonably comprehensive descriptions of all required elements; and
- 4) The Charter School appears to be serving all students that wish to attend; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board that the Charter Petition of **UNITY SCHOOLS – OAKLAND UNITY HIGH SCHOOL – GRADES 9-12** be and is hereby approved (renewed) for a term of five (5) years commencing July 1, 2025 and concluding June 30, 2030.

PASSED AND ADOPTED by the Governing Board of the Oakland Unified School District this 10th day of October, 2024, by the following vote:

PREFERENTIAL AYE: Michele Vasquez - Student Director, Maximus Simmons - Student Director

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jennifer Brouhard, VanCedric Williams, Jorge Lerma, Valarie Bachelor, Clifford Thompson, Vice President Mike Hutchinson, President Benjamin Davis

NOES: None

ABSTAINED: None

RECUSED: None

ABSENT: None

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Governing Board of the Oakland Unified School District, held on October 10, 2024.

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OAKLAND UNIFIED SCHOOL DISTRICT



10/11/2024

Benjamin "Sam" Davis
President, Governing Board



10/11/2024

Kyla Johnson-Trammell
Superintendent and Secretary, Governing Board



Renewal Petition Staff Report

Oakland Unity High School

October 10, 2024

School Overview

Oakland Unity High School			
Charter Management Organization (CMO):	Unity Schools	Previous Renewal Year(s):	2007, 2012, 2017
Year Opened:	2003	Campus Address:	6038 Brann St, Oakland, CA 94605
Neighborhood:	Frick	OUSD Attendance Area(s):	Castlemont/CCPA/Madison
OUSD Board District:	District 6	Current Enrollment:¹	299
Current Grades Served:	9-12	Current Maximum Authorized Enrollment²:	450
Current Authorized Grades:	9-12	5-Year Projected Enrollment	315, 325, 340, 340, 340

Staff Recommendation

Staff recommends **APPROVAL** of the renewal petition for Oakland Unity High School (“Unity High” or “Charter School”) for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 450 students in grades 9-12 and a projected annual enrollment as outlined in the table above. If approved, staff additionally recommends the following benchmark:

- *The Charter School commit to providing a report to the OUSD Board about their fiscal policies and procedures, annually until this specific concern is no longer included as an audit finding for the Charter School.*

Summary of Findings:

Strengths	Challenges
<ul style="list-style-type: none"> • Met all indicators in the School Performance Analysis based on the California State Dashboard results. • ELA proficiency has been significantly higher than the District average, with student groups performing much higher than their respective District averages. • The school has consistently outperformed the District average in Math proficiency, with most student groups above their respective district averages. • Extremely high CORE growth in both ELA and Math. • Very high graduation rates and A-G completion rates. • Trusting and warm school culture fosters high expectations for students and staff. • Despite declining enrollment, the school remains at a sustainable size with a healthy fund balance. 	<ul style="list-style-type: none"> • The school has had repeated audit findings regarding fiscal controls, with the latest annual audit noting it as a significant deficiency. • Enrollment demographics do not reflect the diversity of OUSD as a whole, nor the diversity of OUSD schools in the comparison attendance area. The school serves a lower percentage of Black/African American students than the OUSD average. The recruitment and retention plan outlined in Element 7 for this student group in particular was minimal.

¹ Per first month statistical report submitted to OUSD (as of August 29, 2024)

² Maximum enrollment is determined by what is stated in the Charter School's *current* petition. OUSD requires charter schools to submit a material revision to increase or decrease the maximum authorized enrollment, as any material change to a petition must be evaluated and approved separately from renewal.

Criteria for Evaluation and Procedural Background

Criteria for Renewal

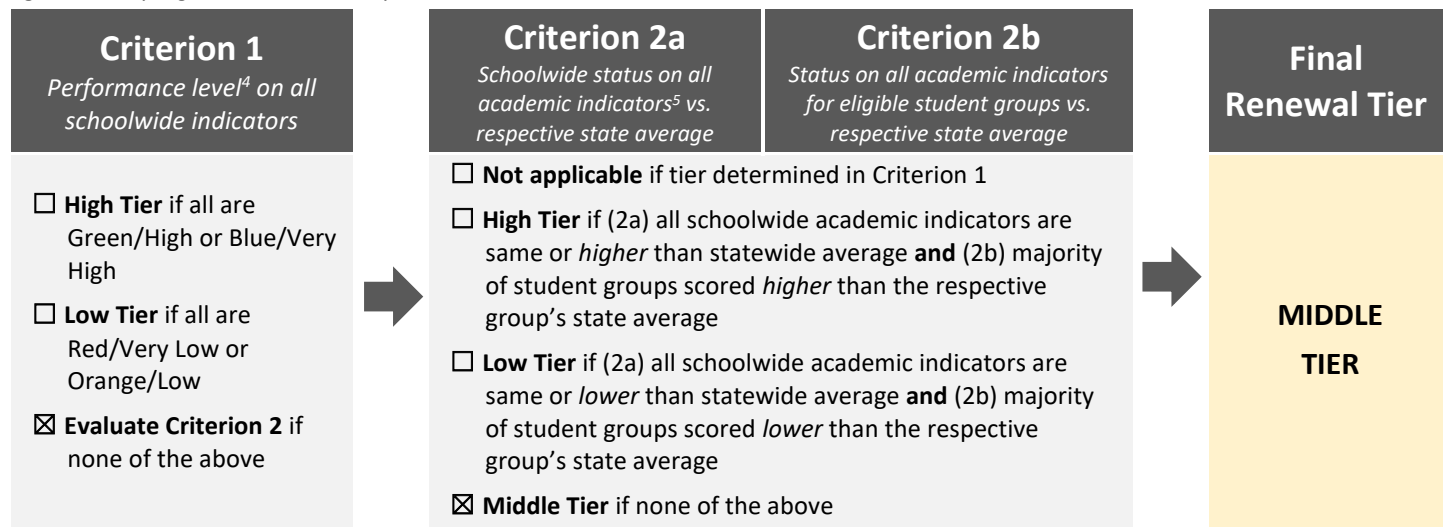
The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (OCS) Staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, Staff determines whether the charter school has met the following renewal criteria:

- I. *Has the Charter School Presented a Sound Educational Program?*
- II. *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
- III. *Is the Petition Reasonably Comprehensive?*
- IV. *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most³ charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school’s renewal petition based on the performance category, or “tier”, in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine the charter school’s renewal tier. For a more detailed analysis of the Charter School’s renewal tier, including analyses of each criterion and sub-criterion, please see Appendix A.

Figure 1: Unity High Renewal Tier Analysis



Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

As indicated in Figure 1 above, the CDE placed⁶ the Charter School in the Middle renewal tier. As discussed previously, there are additional criteria and conditions for evaluating the Charter School’s petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

³ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

⁴ For the 2022 California School Dashboard, due to the COVID-19 pandemic, status “levels” were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1. For more information, please see Appendix B.

⁵ “Academic indicators” refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

⁶ Charter school performance categories for all California charter schools can be found here: <https://www.cde.ca.gov/sp/ch/performcategorydf.asp>

Figure 2: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	<p>May be denied upon making written findings that:</p> <ol style="list-style-type: none"> 1. <i>The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND</i> 2. <i>The closure is in the best interest of the pupils; AND</i> 3. <i>The decision provided greater weight to performance on measurements of academic performance (if applicable).</i> <p>May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either:</p> <ol style="list-style-type: none"> A. <i>Substantial fiscal or governance concerns; or</i> B. <i>The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.</i> <p>A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days’ notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:</p> <ol style="list-style-type: none"> A. <i>The corrective action proposed by the charter school has been unsuccessful; or</i> B. <i>The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.</i>
Verified Data⁷ (Optional)	<p>If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either:</p> <ol style="list-style-type: none"> A. <i>The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; or</i> B. <i>Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.</i>

Source: Education Code §47607.2(b)

Procedure

1. The Charter School submitted a renewal petition to the District on July 15, 2024.
2. The OUSD review team conducted an interview with 2 members of the Unity Schools Governing Board on July 22, 2024, after all 6 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The OUSD review team conducted a site visit on September 3, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
4. The review team conducted a review of the school’s documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on September 11, 2024.
6. Staff findings were made public by the 15-day posting requirement, which was September 25, 2024.
7. The decision public hearing is being held on October 10, 2024.

⁷ Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE’s Verified Data website page: <https://www.cde.ca.gov/sp/ch/verifdata.asp>

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school’s renewal petition to be approved, it must present a sound educational program for its students. As mentioned previously, for schools in the Middle renewal tier, the District is required to consider the school’s performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, graduation data, CORE growth data, ELPAC results, and a summary of the renewal site visit.

A. School Performance Analysis

The District’s School Performance Analysis (“SPA”) was developed to serve as a tool for determining whether schools meet a minimum performance threshold on a variety of indicators based on the California School Dashboard and, if applicable, CORE Academic Growth⁸. For each indicator, the school may meet the threshold both (a) schoolwide, and (b) for an “equity” category consisting of a combination of historically underserved student groups. In order to be considered “Met”, an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher or CORE Growth Level “Average” or higher (i.e. growth > 30th percentile). 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. Please note, due to the impacts of the COVID-19 pandemic, colors were not assigned to indicators for the 2022 Dashboard, so status level was used as a proxy for each. A summary of the SPA analyses for the 2021-22 and 2022-23 school years is shown below (for more information about the California School Dashboard Indicators and for the full SPA analyses, please see Appendix B). As shown in the table below:

- *Unity High has met the minimum performance threshold for both the 2021-22 and 2022-23 school years.*
- *In both 2021-22 and 2022-23, Unity High met all the schoolwide and equity indicators for which there is data available.*

Figure 3: School Performance Analysis (SPA) Summary – 2022 and 2023

Indicator	2022		2023	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met <i>Dashboard: Medium</i>	Met <i>Dashboard: 3 of 3 student groups ≥ Low</i>	Met <i>Dashboard: Yellow CORE: Above Average</i>	Met <i>Dashboard: 3 of 3 student groups ≥ Orange</i>
Mathematics	Met <i>Dashboard: Low</i>	Met <i>Dashboard: 2 of 3 student groups ≥ Low</i>	Met <i>Dashboard: Orange CORE: Above Average</i>	Met <i>Dashboard: 2 of 3 student groups ≥ Orange</i>
English Learner Progress	Met <i>Dashboard: Medium</i>	N/A	Met <i>Dashboard: Orange</i>	N/A
Suspension	Met <i>Dashboard: Low</i>	Met <i>Dashboard: 4 of 4 student groups ≥ High</i>	Met <i>Dashboard: Orange</i>	Met <i>Dashboard: 4 of 4 student groups ≥ Orange</i>

⁸ The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors.

Graduation	Met Dashboard: Medium	Met Dashboard: 2 of 2 student groups ≥ Low	Met Dashboard: Green	Met Dashboard: 2 of 2 student groups ≥ Orange
College/Career⁹	N/A	N/A	Met Dashboard: High	Met Dashboard: 2 of 2 student groups ≥ High
Total To meet, school must meet >50% of schoolwide/equity indicators for each year.	Met (Met 100%; 9 of 9)		Met (Met 100%; 11 of 11)	

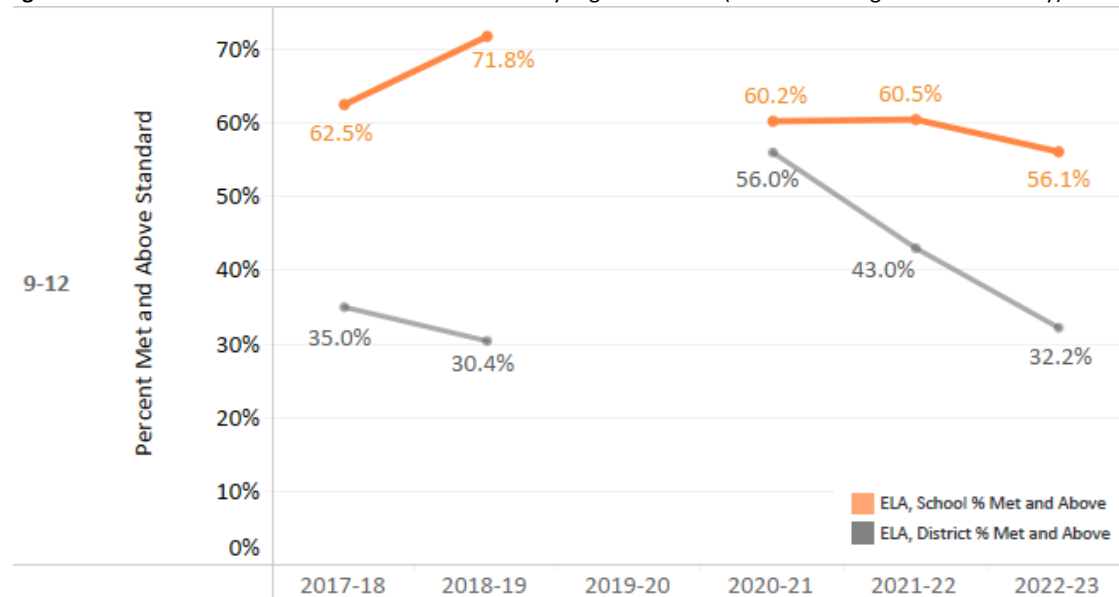
Source: California School Dashboard; CORE Insights Dashboard

B. Schoolwide Academic Performance

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress (“CAASPP”) Smarter Balanced Summative Assessments (“SBAC”) are provided below. Specifically, the figures include results for both Unity High and OUSD schools which serve students in grades 9-12. As shown below:

- **ELA**
 - *Unity High’s proficiency rates have been consistently higher than the District average.*
 - *Pre-pandemic, Unity High’s proficiency rate was following an upward trend. In 2018-19, Unity High’s proficiency rate increased by approximately 9 percentage points and was 41 percentage points higher than the District average.*
 - *Post-pandemic, Unity High’s proficiency rates declined slightly but remained higher than the District average.*

Figure 4: Schoolwide ELA SBAC Results Over Time – Unity High and OUSD (Schools Serving Grades 9-12 Only)*



Source: Downloadable CAASPP Research Files

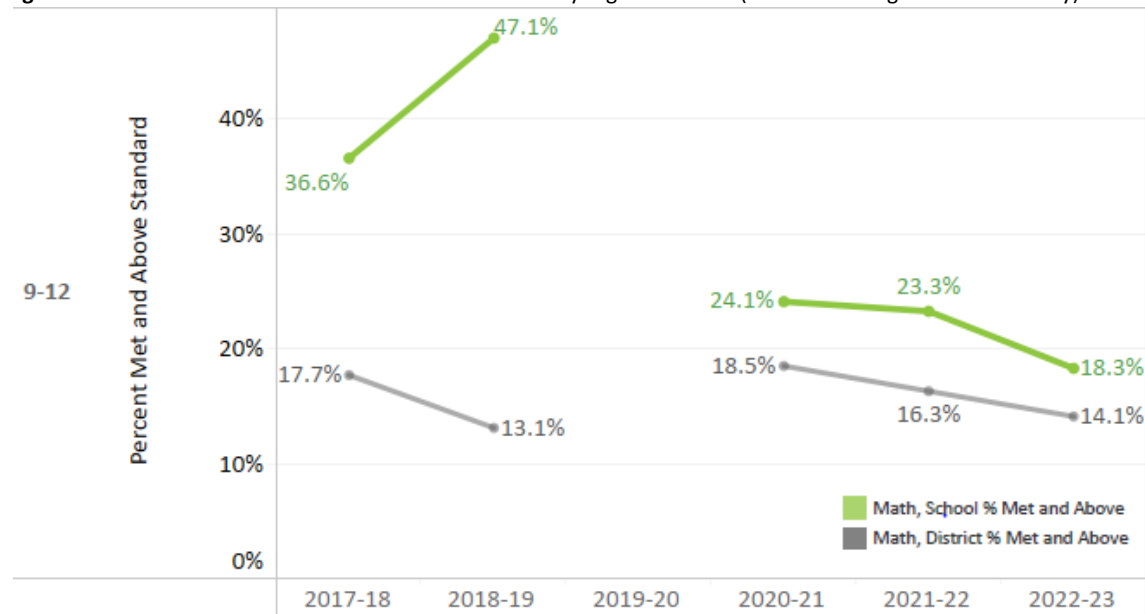
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

⁹ Due to the COVID-19 pandemic, the College/Career Indicator was not reported in the 2022 California School Dashboard. Therefore, the indicator was not assigned a color in the 2023 California School Dashboard and was reported as “Status only”.

- **Math**

- *Unity High’s proficiency rates have been consistently higher than the District average.*
- *Pre-pandemic, Unity High’s proficiency rate was following an upward trend. In 2018-19, Unity High’s proficiency rate increased by approximately 10 percentage points and was 34 percentage points higher than the District average.*
- *Post-pandemic, Unity High’s proficiency rate declined significantly, though remained higher than the District average. In 2022-23, the Charter School proficiency rate was approximately 4 percentage points higher than the District average.*
- *Across all grades, Math proficiency rates are significantly lower than the ELA proficiency rates.*

Figure 5: Schoolwide Math SBAC Results Over Time – Unity High and OUSD (Schools Serving Grades 9-12 Only)*



Source: Downloadable CAASPP Research Files

**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

C. Key Student Group Academic Performance

The following comparison of academic performance is included to assess whether the Charter School’s educational program is sound for *all* students. The figures below compare the school’s performance on the ELA and Math SBAC to the District average (including only schools which serve students in grades 9-12 for the following student groups: Socioeconomically disadvantaged students, Hispanic/Latino students, students with disabilities, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments (CAAs) were not included as Unity High did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:

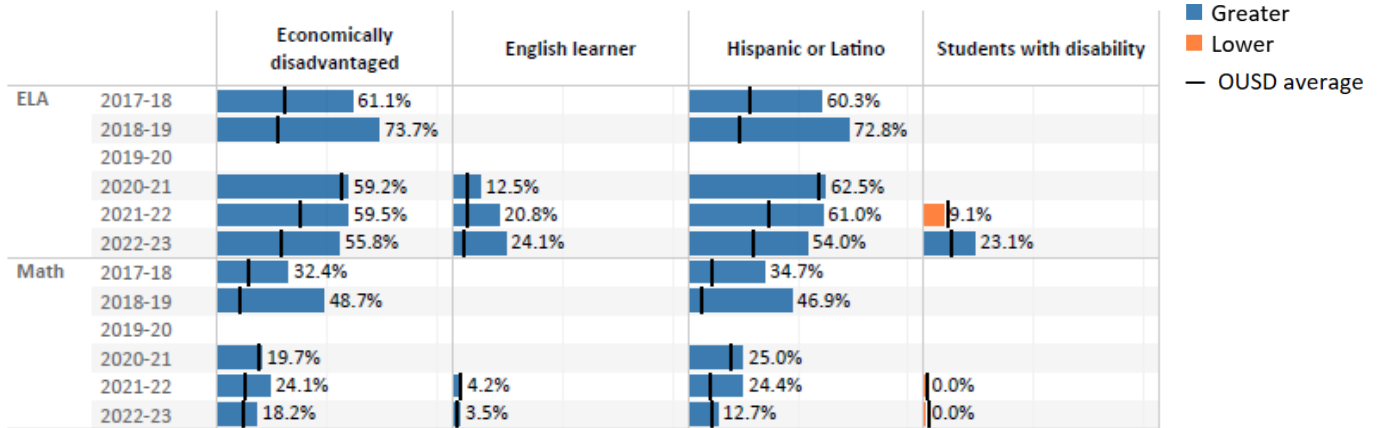
- **ELA**

- *Most student groups at Unity High outperformed the respective District student group in ELA for all years of the charter term (with the exception of students with disabilities).*
- *The average proficiency rate for students with disabilities more than doubled from 2021-22 to 2022-23.*

- **Math**

- *Most student groups at Unity High outperformed the District in Math for all years of the charter term (with the exception of students with disabilities).*
- *From 2021-22 to 2022-23, Math proficiency rates declined for all student groups.*
- *For both 2021-22 and 2022-23, students with disabilities had a proficiency rate of 0% in Math.*

Figure 6: 2023 SBAC Proficiency Rate Over Time by Student Group – Unity High and OUSD (Schools serving Grades 9-12 Only)*



Source: Downloadable CAASPP Research Files

D. 2023 CORE Growth

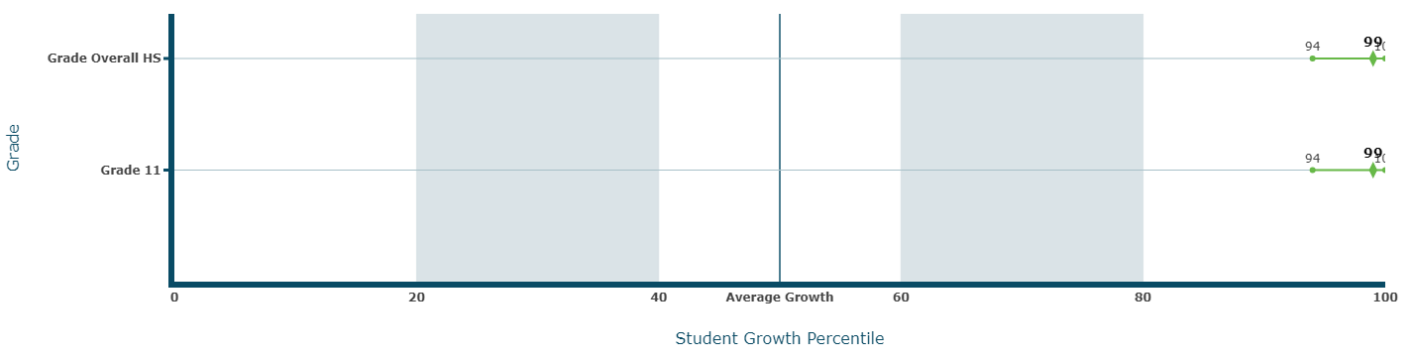
As explained previously, the CORE Growth metric measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- “Below Average” or “Low” growth: 30% or below
- “Average” or “Medium” growth: above 30% and less than or equal to 70%
- “Above Average” or “High” growth: above 70%

Due to the impacts of the COVID-19 pandemic on state testing, CORE growth measures are only available for 2023, not 2022. Therefore, the figures below represent the 2023 CORE growth measures at Unity High. As shown below:

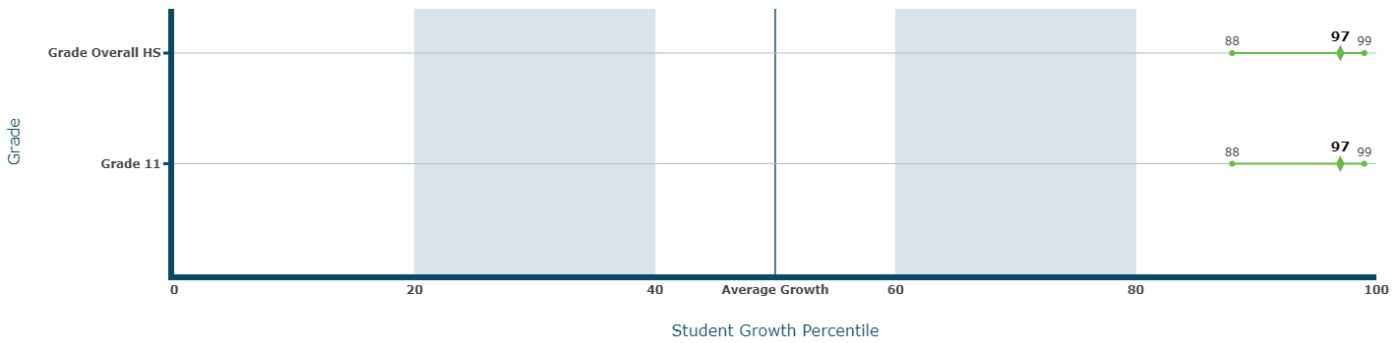
- **Math:** Students at Unity High had above average growth in math compared with similar students, with growth estimated to be in the 99th percentile. Students are estimated to have grown 49 scale score points more than similar students.
- **ELA:** Although lower than math, students at Unity High still had above average growth in ELA compared with similar students, with growth estimated to be in the 97th percentile. Students are estimated to have grown 39 scale score points more than similar students.

Figure 7: 2023 Math CORE Growth by Grade Span and Grade



Source: CORE Insights Dashboard

Figure 8: 2023 ELA CORE Growth by Grade Span and Grade



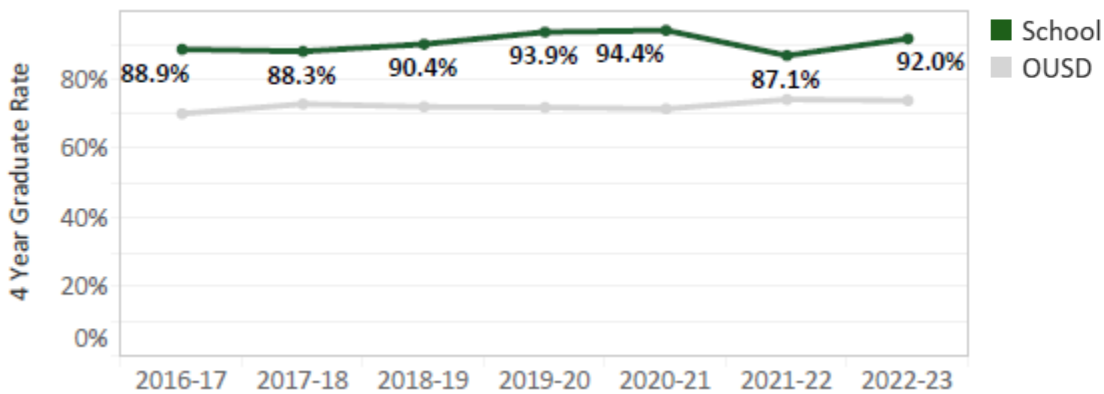
Source: CORE Insights Dashboard

E. Graduation Metrics

The figures below compare the four-year cohort graduation and A-G graduation rates between OUSD and Unity High. As shown below:

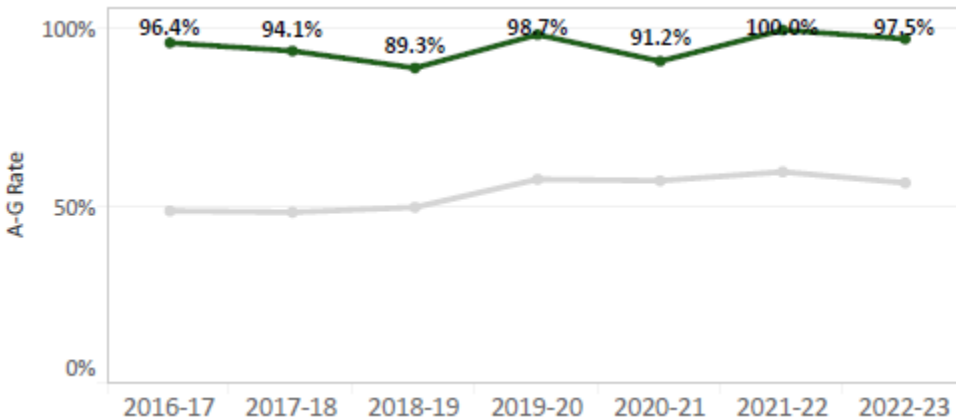
- *Unity High’s four-year cohort graduation rate and A-G graduation rates have been higher than the respective OUSD rates for all years of the charter term.*
- *In 2022-23, Unity High’s four-year cohort graduation and A-G graduation rates were higher than the respective OUSD rates for all key student groups.*

Figure 9: Four Year Graduation Rate – Charter School and OUSD



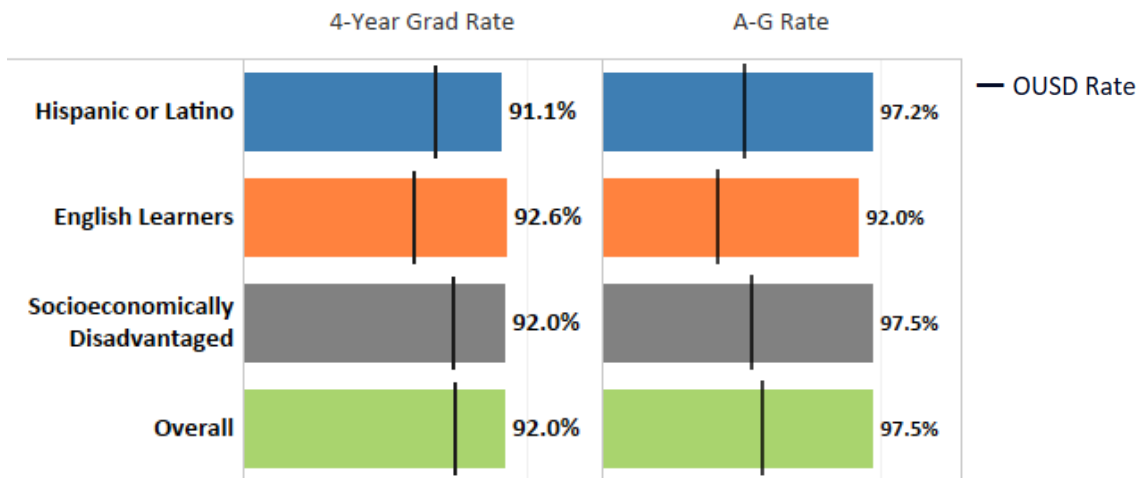
Source: CDE Downloadable Data Files

Figure 10: Four Year A-G Graduation Rate – Charter School and OUSD



Source: CDE Downloadable Data Files

Figure 11: 2022-23 Four Year Graduation Rate and A-G Rate – Charter School and OUSD



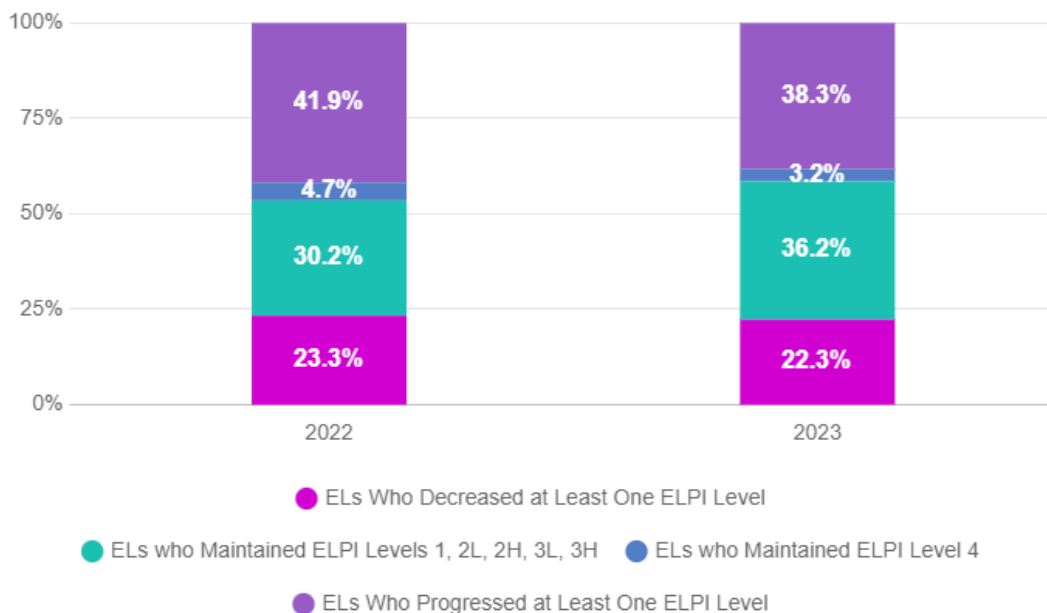
Source: CDE Downloadable Data Files

F. English Learner Progress

In the 2021-22 and 2022-23 school years, Unity High tested 86 and 94 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- Approximately 41.5% of English Learner students at Unity High made progress towards English language proficiency in 2023, illustrating a 5% decrease from 2022.

Figure 12: 2022 and 2023 Summative ELPAC Results



Source: California School Dashboard

G. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District’s School Quality Review (SQR) process. The process is based on a rubric¹⁰ which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with charter school leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 13: Renewal Site Visit Summary

Unity High Renewal Site Visit, September 3, 2024			
OUSD Review Team: Kelly Krag-Arnold (OCS Director), Guadalupe Nuño (OCS Community Liaison), Kristy Lu (OCS Analytics Specialist), Eve Gordon (Academic Consultant)			
SQR Domains and Threads	Domain 1: Mission and Vision	Domain 2: Quality Program Implementation	Domain 3: Collective Leadership and Professional Learning
Thread A: Instruction	3.8	3.6	3.4
Thread B: Culture	3.8	3.4	3.9
Thread C: Systems and Structures	4.0	3.4	3.6

Within each Domain and Thread in the SQR Rubric, there are multiple “sub-domains”. The following represent the three highest rated and the three lowest rated sub-domains for Unity High.

Figure 14: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
4.0	1A.3: Ambitious Student Learning Goals	The school has an ambitious set of long and short term student outcomes for cognitive and social-emotional growth and achievement. These outcomes can be measured using available standards-aligned state and local assessments and/or other relevant measures of student success.
4.0	1C.2: Inclusive School Policies	School policies are inclusive and are developed, reviewed and updated annually through the lens of anti-racism and equity. Policies are transparently developed with input from the school community and are in alignment with the school values and vision.
4.0	2B.1 Joyful Environment and Caring Relationships	School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. The school has a culture and climate plan in place for establishing positive school practices, rituals and routines in classrooms and common spaces grounded in positive behavior incentive systems, accountability, and restorative practices. The culture and climate plan

¹⁰ The School Quality Review Rubric can be found here: <https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal>

guides the implementation of Tier 1 behavioral and social emotional supports and establishes a fair and transparent approach to student discipline.

Lowest Rated Sub-Domains

Score	Sub-Domain	Description of Sub-Domain
3.0	2A.1 Quality Standards-Based Curriculum and Instruction	High quality instructional materials are consistently used to provide daily standards-based instruction, with a focus on differentiation and equity. Curriculum is grade-level appropriate, language rich, well-sequenced, and coherently builds student understanding within and across grade levels/disciplines. School has clear expectations for implementation of the standards-aligned, high quality curriculum, including integrated and designated ELD, and systems to support teachers and hold them accountable for implementation.
3.0	2B.3: Meaningful Student Engagement	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.
3.0	3A.4 High-Quality Professional Learning	Educators participate in ongoing, well planned, high quality professional development (PD) that is clearly aligned to school priorities, is committed to improving teaching and learning, and provides clear expectations for implementation. Educators receive both Foundational PD and Ongoing Professional Learning in core curriculum and standards. In addition to instructional supports, the staff Professional Learning plan includes Relationship Building, Equitable Learning & Anti-racist practices, and Joyful schools.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Trusting and warm school culture:** Unity High maintains a strong school culture where students experience a deep sense of inclusion, belonging, and care. In classrooms and common areas, adults are warm and encouraging even as they redirect students and hold them accountable for their actions. Students collaborate routinely and easily with one another in classrooms. The 4-year advisory system provides a structure for deep relationship building and support for students' academic and social emotional growth and well-being. Students have many opportunities to contribute positively to their community and take pride in the core values of kindness, respect, and determination.
2. **Alignment on school mission:** Unity High's clear and focused mission to prepare its students for college drives a strong academic focus that is evident throughout the school and in students' academic achievements. Students, parents, and staff articulate a common goal and a vision for getting students prepared for college that includes focused and rigorous academics in a relationally strong and caring content. Class time is maximized as students engage in academic content.
3. **Demonstration of core values:** Unity High has clear, consistent, and fair expectations for students and staff that provide predictability and physical and psychological safety. These positive expectations are aligned to the core values of kindness, respect, and determination, and create the conditions for learning, reflection, and growth. They are evident in student behavior and engagement in classrooms and common areas and are demonstrated in the ways adults interact with students throughout the day. Students and family members know and appreciate the expectations, and many name this as one of the most important and appealing features of the school.

Areas for Improvement

1. **Academic discourse:** Unity High has identified their need to increase academic discussion to deepen conceptual understanding and critical thinking across subjects. Classroom observations revealed minimal opportunities for students to explain their thinking and to build on each other's thinking in order to make meaning and apply concepts and strategies to novel questions. The conditions exist in classrooms (warm relationships, trust and respect, efficient instructional routines) to support teachers to increase opportunities for students to articulate their thinking and engage in real dialogue about meaningful questions and problems.
2. **Differentiation strategies:** While the school provides many opportunities for remediation and AP coursework, there are missed opportunities within some classrooms to provide differentiation to meet the needs of students who are struggling and students who have already mastered the material. Whole class instruction often includes universal scaffolding, which does not provide appropriate academic challenge for those who don't need it. In addition to whole-class gradual release of support, instruction in all subjects could include leveled materials to teach the same content and concepts, as well as small groups or centers.

H. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle or Low renewal tiers, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list¹¹ of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

In the performance report, Unity High provided an analysis comparing students' grade 8 SBAC scores with their grade 11 SBAC scores, calculating both the average change in Distance from Standard (DFS) and the total percentage of students who either maintained or improved their scores. Upon review, District staff determined that this data was not consistent with the definition of "verified data" included in the Education Code and, therefore, could not be evaluated as such for purposes of renewal. However, the Charter School's analysis can still be found in the performance report.

¹¹ A full list of the adopted academic progress and postsecondary indicators can be found here: <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

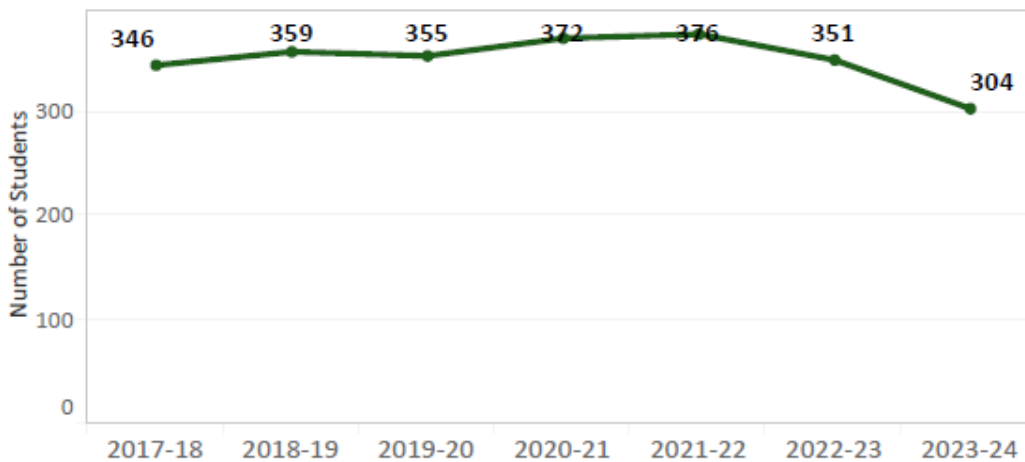
In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹² Evidence considered for this criterion include an analysis of the Charter School's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Total Enrollment by Year

Beginning in 2022-23, the total enrollment of the Charter School has declined, with a 47 student decrease from 2022-23 to 2023-24. As of August 29, 2024, the Charter School reported an enrollment of 299 for the current school year.

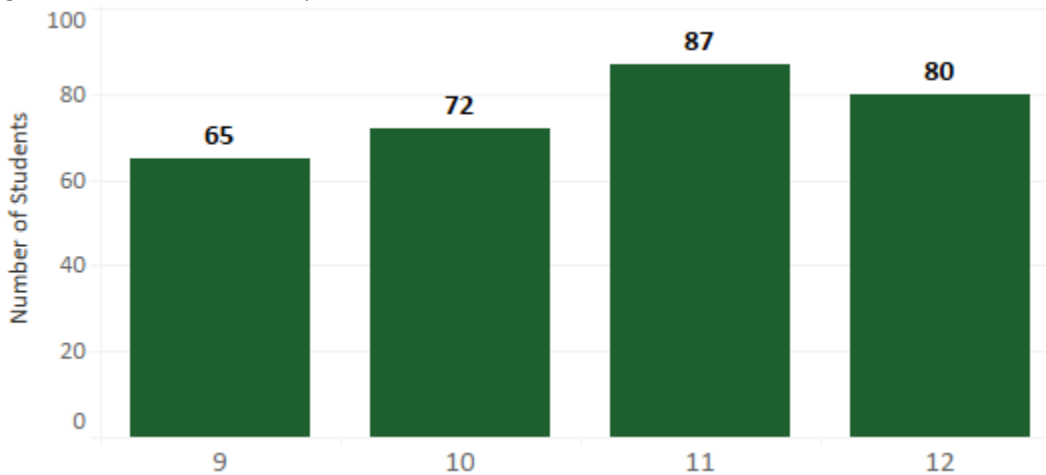
Figure 15: Total Enrollment Over Time



Source: 2017-18 through 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files

Enrollment by Grade Level

Figure 16: 2023-24 Enrollment by Grade Level

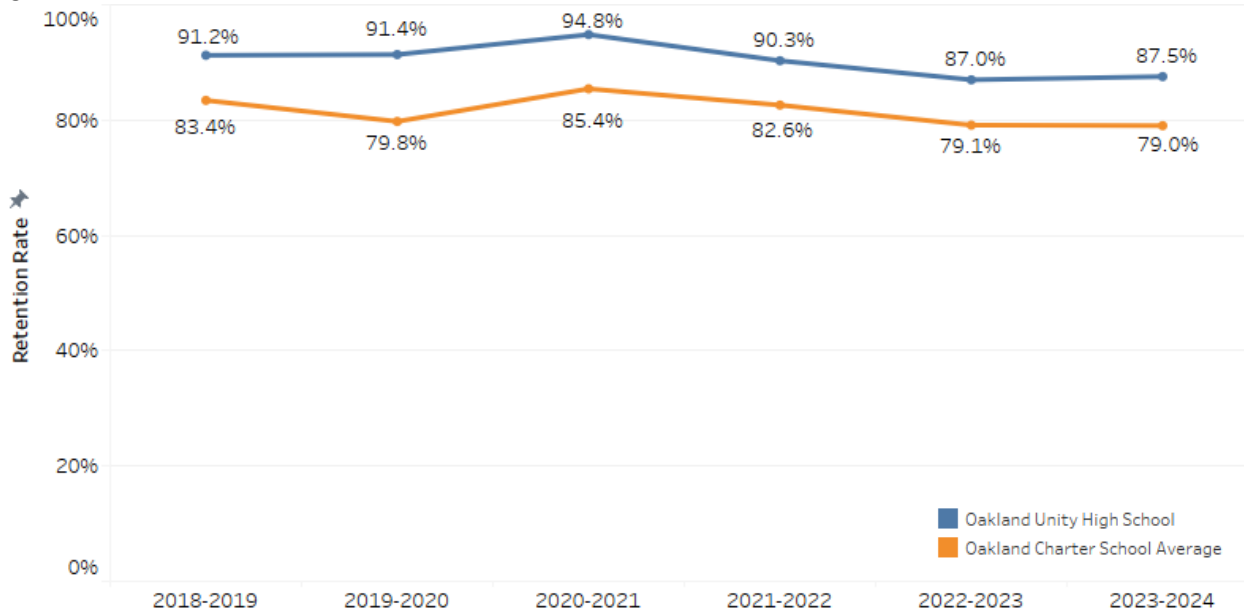


¹² EC §47605(c)(2)

Student Retention

The figure below shows the Charter School’s student retention rate, or the percent of students who were at the school in the prior year and returned (excluding graduating grade levels). As shown below, the Charter School’s retention rate has decreased slightly in recent years but has consistently remained higher than the Oakland charter school average.

Figure 17: Annual Student Retention Rate



Source: Annual Fall Census Day student-level enrollment reports submitted to OUSD

B. Financial Condition

The Charter School is in good financial standing with a healthy ending fund balance. However, the school has had the repeated audit finding: “Internal Control in the Closing Process/Financial Statements” during each year of the charter term, which was noted by auditors as a Significant Deficiency in the most recent annual audit. Charter schools are responsible for establishing and implementing a system of internal controls over financial reporting. These financial controls should provide reasonable assurance that misstatements and/or noncompliance affecting financial statements is prevented or deterred and corrected through normal operating procedures. The Charter School’s financial policies and procedures do not appear to be operating as intended. No formal financial closing process has been fully implemented to clear this finding, based on the latest audit.

The OUSD Office of Charter Schools (“OCS”) issued Unity High a Notice of Concern on May 9, 2024, regarding this Significant Deficiency, also noting that Unity High had not submitted the previous four years of annual audit reports to OUSD until well past the State’s annual December 15 deadline. The Notice of Concern required Unity High to investigate the reasons for the repeated late audit submissions, provide a plan to remedy the concern, and identify improvements to internal control and closing processes to clear the repeated audit findings. Unity High responded to all requirements of the Notice of Concern and proposed a remedy that includes improvements to their oversight of their internal processes and controls, and adjustments to their closing process and ASES recordkeeping.

Although the Charter School had deficit spending in 2018-19, there has been no deficit spending since then. Throughout the charter term, the debt ratio has been less than 1, and the school has maintained a 3% reserve. The most recent annual financial audit reported total net assets of \$4,131,710 for the Charter School.

The audit findings present cause for continued enhanced oversight by both OCS (through the ongoing Notice of Concern process), and the OUSD Board (as stated previously, OCS is recommending the Board request a “benchmark” from Unity High). However, Staff believes that the audit findings, taken by themselves, do not rise to the level of indicating that the school is unlikely to successfully implement the program, as the other indicators of the school’s financial health do not suggest cause for concern.

Figure 18: Financial Analysis

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	\$1,112,961	\$1,589,269	\$2,109,188	\$2,922,762	\$4,131,710
Deficit Spending <i>Deficit spending is indicated by a number in parentheses. A school’s fund balance and reserves are depleted when expenditures exceed revenues, and over time could lead to insolvency.</i>	\$2,939,129	\$0	\$0	\$0	\$0
Deficit-to-Ending Fund Balance Ratio <i>This ratio measures how large the deficit spending is in relation to the overall fund balance. The larger the ratio, the faster the fund balance is being depleted.</i>	264.08%	0.00%	0.00%	0.00%	0.00%
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a low level of financial risk.</i>	0.33	0.29	0.35	0.38	0.61
3% Reserve <i>A minimum 3% reserve is standard as a set aside for to prepare for potential liabilities. Below 3% is indicative of a poor financial condition.</i>	Yes	Yes	Yes	Yes	Yes
Audit Opinion <i>“Unmodified” indicates compliance with required accounting standards. “Qualified” indicates there are material misstatements found, where the auditors are unable to obtain sufficient appropriate evidence.</i>	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Major Audit Finding <i>Any major or repeat audit findings are described in the paragraph above.</i>	Yes	Yes	Yes	Yes	Yes

Source: 2018-19 through 2022-23 Annual Audit Reports

The enrollment projections in the school’s multi-year budget projection (“MYP”) are aligned to the projected enrollment listed in Element 1 of the charter petition. However, the MYP relies on increased enrollment in each of the first three years of the new charter term, representing an increase from the school’s August 2024 enrollment of 299 students by approximately 5%, 8%, and 14% respectively. However, the school’s enrollment has declined from its charter term peak of 376 students in 2021-22 by approximately 20% (see Figure 18 above). The school’s budget, which is based on these enrollment projections, therefore may not accurately project the school’s finances in the 2025-26, 2026-27, and 2027-28 school years. Overall, the enrollment increases anticipated in the budget projections, while somewhat unlikely to fully materialize, do not suggest cause for concern about the fiscal viability of the school during the next charter term, should renewal be granted, even if the school’s enrollment does not grow to match the projections, given that the charter school has maintained a positive ending fund balance over the past 5 fiscal years.

Figure 19: Multi-Year Budget Projection Summary

	2025-26	2026-27	2027-28
Projected Enrollment	315	325	340

Projected ADA	292.95	302.25	316.20
Projected Total LCFF Entitlement	\$4,902,318	\$5,368,303	\$5,800,341
Projected LCFF Entitlement per ADA	\$16,734	\$17,761	\$18,344

Source: Multiyear Budget Projections submitted with Renewal Petition

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of “the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted”. This description is included on page 82 of the charter petition. The current section includes a summary of the school’s enrollment demographic data for further context.

Enrollment Demographics Comparison

Enrollment demographics for the 2023-24 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSA) in which the majority of the Charter School’s students reside, Castlemont /CCPA /Madison, is included for reference.

Figure 20: 2023-24 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSA ¹³	OUSD
Race/ Ethnicity	Hispanic/Latino	66.8%	73.4%	47.3%
	Black/African American	3.9%	18.5%	20.1%
	Asian	0.3%	1.7%	9.8%
	White	0.7%	1.3%	11.5%
	Two or More Races	0.7%	1.6%	6.8%
	Other Race/Ethnicity	0.3%	2.1%	1.9%
	Not Reported	27.3%	1.4%	2.6%
Other Student Groups	Socioeconomically Disadvantaged	98.4%	99.0%	81.4%
	English Learners	31.6%	43.3%	32.9% (9-12 only: 28.5%)
	Special Education	16.4%	18.3%	16.3% (9-12 only: 18.1%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

English Learner Enrollment

As shown previously, during the 2023-24 school year, 31.6% of Unity High’s total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at

¹³ Includes 3 OUSD-operated schools serving students in grades 9-12 located in the Castlemont/CCPA/Madison. Specifically, Coliseum College Prep, Castlemont High School, and Madison Park Upper.

Unity High and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The Charter School has a larger percentage of English Learner students who were placed in a higher ELPAC level compared with OUSD in the same grade span.*
- *Approximately 54% of the Charter School’s students are considered Reclassified Fluent English students.*
- *The Charter School has no students who have been English learners between 0-3 years, much lower than OUSD, which suggests the school serves few newcomer students. The Charter School does have a larger percentage of English Learners classified as Long-Term English Learners than OUSD.*

Figure 21: ELPAC Levels – Charter School vs. OUSD (Grades 9-12 only)

ELPAC Level	Charter School	OUSD (Grades 9-12 Only)
Level 4 – Well Developed	14.7%	9.2%
Level 3 – Moderately Developed	32.6%	18.1%
Level 2 – Somewhat Developed	36.8%	17.4%
Level 1 – Minimally Developed	15.8%	55.2%

Source: 2022-23 Summative ELPAC Results

Figure 22: Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
9	16.9%	1.5%	36.9%	44.6%	0.0%
10	13.9%	1.4%	31.9%	52.8%	0.0%
11	11.5%	1.1%	24.1%	63.2%	0.0%
12	11.3%	0.0%	35.0%	53.8%	0.0%
Total	13.2%	1.0%	31.6%	54.3%	0.0%

Source: CDE Downloadable Data Files

Figure 23: Breakdown of English Learners by Grade and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	0.0%	4.2%	78.1%	17.7%
OUSD (9-12 Only)	39.1%	11.7%	34.9%	14.3%

Source: CDE Downloadable Data Files

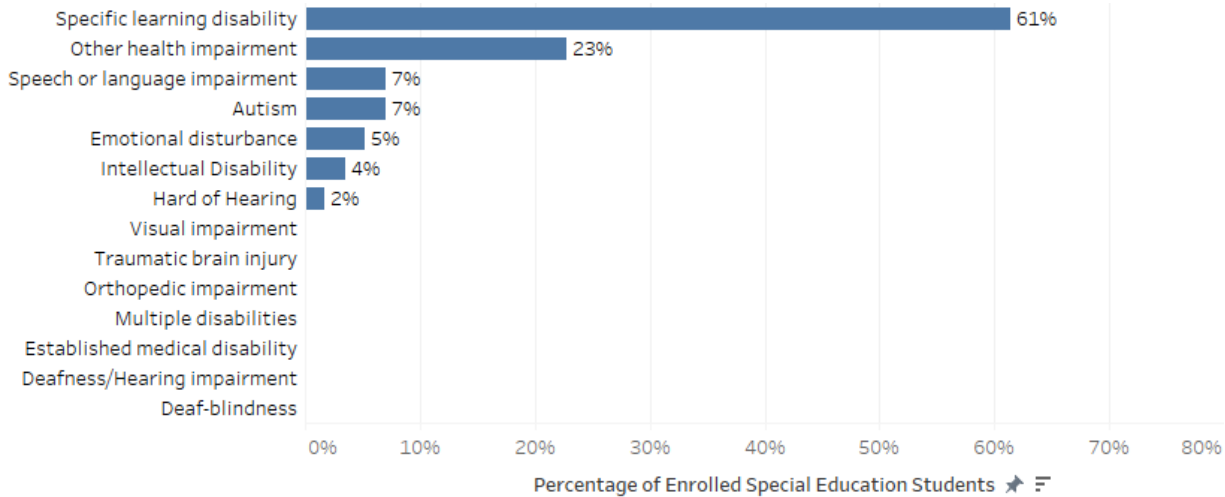
Special Education Enrollment

As shown previously, during the 2023-24 school year, 16.4% of Unity High’s total enrollment were students with disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at Unity High and their level of need. As shown below:

- *Approximately 60% of students with disabilities at Unity High have a specific learning disability as the primary disability.*

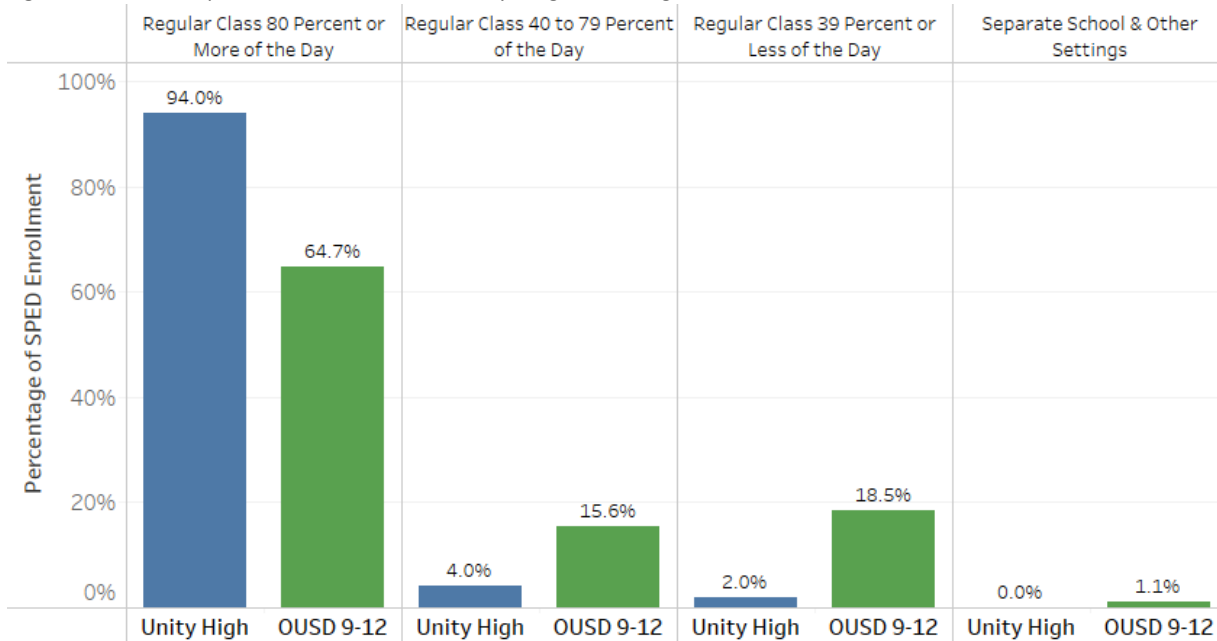
- Approximately 94% of students with disabilities at Unity High are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is significantly less than the District, at 6.0% compared with 34.1%.
- Approximately 90% of students with disabilities at Unity High are receiving less than 450 service minutes weekly.

Figure 24: 2023-24 Special Education Enrollment by Disability Type



Source: CALPADS 2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)

Figure 25: 2022-23 Special Education Enrollment by Program Setting



Source: CDE Downloadable Data Files

Figure 26: Special Education by Placement and Weekly Service Minutes

	2022-23	2023-24
Percentage of students with IEPs receiving fewer than 450 ¹⁴ service minutes weekly	92.6%	90.4%

¹⁴ The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

Percentage of students with IEPs receiving more than 450 service minutes weekly	7.4%	9.6%
Percentage of students with IEPs in nonpublic school (NPS) placement	0%	0%

Source: Charter School Performance Report

D. Notices of Concern and/or Notices to Cure and Correct

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, charter 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.¹⁵ Unity High has received 2 Notices of Concern over the course of the current charter term.

Figure 27: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2017-18	0		
2018-19	0		
2019-20	0		
2020-21	0		
2021-22	1	AB 361 Virtual Board Meeting Violation	School provided written confirmation they reviewed new requirements under AB 361
2022-23	0		
2023-24	1	Financial Closing Process (Significant Deficiency)	School acknowledged concern; revised fiscal record keeping and internal control and closing processes

Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board's decisions have a 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 and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Unity Schools Governing Board and its composition.

Figure 28: Charter School Governing Board Overview and Composition

Unity Schools Governing Board Overview			
Schools Overseen	2	Total Enrollment of all Schools	429 students
Required Minimum # of Members	5	Current # of Members	7
Regular Meeting Frequency	Monthly	Committees	None
Unity Schools Governing Board Composition			

¹⁵ 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.

Name, Role	Time on Board	Name, Role	Time on Board
Gerald Eisman, Chair	4 years	Mario Rivas, Vice Chair	6 years
Rich McCline, Treasurer	2.5 years	Lilia Chavez, Member	3 years
Richard Freudenbergn, Member	6 months	Phillesha Brown, Parent Member	2 years
Lillain Hsu, Member	2 months		

Source: Charter School Board Self-Evaluations submitted to OUSD on July 5, 2024; CDE Dataquest

As part of the renewal process, Staff evaluates the governing board’s overall health and effectiveness using the charter school’s performance report, a governing board interview, governing board audits, a board self-evaluation tool, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the charter school governing board on the “Board Effectiveness Core Competencies” found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 29: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	3
Mission Alignment	Board members have a shared understanding of and commitment to the school’s mission and vision.	4
School Familiarity	Board members are knowledgeable about the school’s operations, successes, and challenges.	4
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	3
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	4
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	4
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	3
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	3.2

Source: Staff evaluation of Charter School performance report, charter school renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations

F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (“CalSAAS”). The OUSD Office of Charter Schools acts as the “Monitoring Authority” for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CalSAAS results for educator assignments in the 2022-23 school year, the most recent year for which data is available. As shown below:

- During the 2022-23 school year, the majority of assignments at Unity High were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Only 7.3% of assignments were considered “Ineffective” or were authorized by an emergency credential, variable term waiver, or substitute permit, which is significantly below the OUSD average.
- During the 2022-23 school year, there were only 2 total misassignments at Unity High out of 84 total assignments.

Figure 30: 2022-23 Educator Credentials by Type

	Charter School	OUSD
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	86.6%	60.9%
Intern <i>Authorized by intern credential</i>	6.1%	3.9%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	0.0%	1.2%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	7.3%	31.6%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.0%	2.3%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 31: 2022-23 California Statewide Assignment Accountability System (“CalSAAS”) Results



Source: 2022-23 CalSAAS Monitoring Audit Report

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- The Charter School has retained the majority of its educators every year of the charter term.
- The Charter School has not had any early separations for any year of the charter term.

Figure 32: Educator Retention Over Time (Self-Reported)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Percent of Educators Retained from Prior Year	77%	89%	85%	94%	81%	78%	100%
Early Separations	0/19	0/20	0/17	0/16	0/18	0/17	-

Source: Charter School Renewal Performance Report

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a “reasonably comprehensive” description of 15 required elements related to the school’s operation.¹⁶ The following table summarizes staff findings related to whether this standard was met for each element.

Figure 33: Petition Element Analysis

Element	Reasonably Comprehensive?	Additional Information
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 student outcomes	Yes	
3. Method by which student 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 and safety of students	Yes	
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes	Language included is minimal, particularly regarding new initiatives to recruit and retain African American/Black students.
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 students 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	

Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

¹⁶ EC §47605(c)(5)

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

Figure 34: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
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 Government Code §3540 through 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: <ul style="list-style-type: none"> • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer. 	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

Figure 35: OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school’s renewal petition to be approved, the school must be serving all students who wish to attend.¹⁷ By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school’s procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term¹⁸:

- **Data Set 1:** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2:** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1:** *For the first set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.*
- **Data Set 2:** *For the first set of data, the charter school did not have a numerically significant number with State test results for any year of the charter term.*

Figure 36: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	4.3% (15 of 351)	7.1% (26 of 365)	5.7% (21 of 368)	7.4% (27 of 366)

¹⁷ EC §47607(e)

¹⁸ At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Number of these students with State test results from the prior year	1	3	0	4
ELA: Difference between average DFS of unretained students and schoolwide average	N/A*	N/A*	N/A*	N/A*
Math: Difference between average DFS of unretained students and schoolwide average	N/A*	N/A*	N/A*	N/A*

Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

Figure 37: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	7.8% (27 of 348)	5.7% (20 of 351)	7.1% (26 of 365)	9.2% (35 of 380)
Number of these students with State test results from the prior year	6	1	3	3
ELA: Difference between average DFS of unretained students and schoolwide average	N/A*	N/A*	N/A*	N/A*
Math: Difference between average DFS of unretained students and schoolwide average	N/A*	N/A*	N/A*	N/A*

Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the Charter School.

V. Recommendation Summary

To determine if the Charter School has adequately met each renewal criteria, Staff considered evidence gathered from the school’s petition and supporting documentation, the 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 criteria, as well as a determination of whether the Charter School adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
<ul style="list-style-type: none"> Met all the schoolwide and equity indicators for the School Performance Analysis in the last two years. ELA proficiency has been significantly higher than the District average, with socioeconomically disadvantaged, English Learner, and Hispanic/Latino student groups performing much higher than their respective District averages. Although Math proficiency declined post-pandemic, the school has consistently outperformed the District, with socioeconomically disadvantaged, English Learner, and Hispanic/Latino student groups performing above their respective District averages. Extremely high CORE growth in both ELA and Math, with growth in the 97th and 99th percentiles, respectively. Very high graduate rates and A-G completion rates. Trusting and warm school culture fosters high expectations for students and staff. 	<ul style="list-style-type: none"> While Math proficiency rates have been consistently higher than the District, schoolwide averages have decreased significantly post-pandemic. No students with disabilities were proficient in Math in the most recent two years for which there is data available. There was a slight decrease in the percentage of English Learner students making progress towards language proficiency in 2022-23.

Determination: Based on this analysis, Unity High has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
<ul style="list-style-type: none"> Although enrollment has declined by 20% since 2021-22, the school remains at a sustainable size and has above average year-over-year retention rates. In 2022-23, over 90% of the Charter School’s educators either had an intern, preliminary, or clear credential, with only 2 misassignments across 83 total assignments. The Charter School has a committed board which clearly aligns strongly with the school mission and 	<ul style="list-style-type: none"> While the school has a healthy ending fund balance and no deficit spending in recent years, the school has had the repeated audit finding: “Internal Control in the Closing Process/Financial Statements” during each year of the charter term, with the latest annual audit noting it as a significant deficiency. Enrollment demographics do not reflect the diversity of OUSD as a whole, nor the diversity of OUSD schools in the comparison attendance area. The

which values and prioritizes community engagement in its governance.	<p>school serves a lower percentage of Black/African American students than the OUSD average.</p> <ul style="list-style-type: none"> • Despite a relatively high enrollment rate of students with disabilities, the school appears to serve a minimal number of students with moderate/severe disabilities based on service minutes/time in regular classroom setting.
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Determination: Based on this analysis, Unity High is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
<ul style="list-style-type: none"> • Charter petition contains reasonably comprehensive descriptions of the required 15 elements. • OUSD-specified requirements are included in the petition. 	<ul style="list-style-type: none"> • Given the relatively low percentage of Black / African American students at the Charter School, the recruitment and retention plan outlined in Element 7 for this student group in particular was minimal.

Determination: Based on this analysis, the petition for Unity High is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
<ul style="list-style-type: none"> • No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend. • There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements. 	N/A

Determination: Based on this analysis, Unity High is serving all students who wish to attend.

E. Analysis of Other Public-School Options if Renewal is Denied

When determining whether to recommend denial, District staff consider other public-school options available to the Charter School’s current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students¹⁹. The following provides an overview of the attendance areas where Unity High students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving high school students perform relative to Unity High.

Unity High Students Attendance Areas

Students attending Unity High in 2023-24 lived in 5 different OUSD attendance areas. Additionally, 9 of its students reside outside of Oakland. The table below shows all high school attendance areas where at least 20 Unity High students lived.

¹⁹ Ed Code 47607.2(b)(6)

Figure 38: Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of 2023-24 [Charter School] Students Living in Attendance Area (Percent of Total Enrollment)
High	Castlemont/CCPA/Madison	185 (61%)
	Fremont	90 (30%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools

In order to evaluate the performance of Unity High relative to other public-school options available to the charter school’s current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the High School Attendance Area(s) for which at least 20 students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2022-23 State test outcomes (in terms of Distance from Standard (DFS)) and 2022-23 Four-Year Adjusted Cohort Graduation Rates for these schools, comparing outcomes to Unity High. The table also includes some demographic information from that same year for additional context. Although demographics can substantially impact schools’ DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student’s performance relative to a set of similar students. As shown in Figure X:

- **Math:** Unity High had a DFS which was greater than 12 of 15 comparison schools.
- **ELA:** Unity High had a DFS which was greater than all comparison schools.
- **Graduation Rate:** Unity High had a higher graduation rate than 8 of 14 comparison schools.

Figure 39: Charter School Enrollment by Attendance Area and Grade Span

School	Grade Span	% SED	% EL	% SWD	Math DFS	Math CORE Growth	ELA DFS	ELA CORE Growth	Graduation Rate
Unity High	9-12	92%	29%	15%	-89.6	99%	14.5	97%	92.0%
Castlemont	9-12	98%	48%	19%	-280.5	16%	-222.7	3%	61.3%
Madison 6-12	6-12	97%	44%	16%	-163.9	68%	-83.4	54%	87.2%
CCPA	6-12	97%	46%	21%	-132.6	47%	-63.9	75%	93.4%
Life Academy	6-12	95%	36%	21%	-84	93%	-26.5	97%	96.8%
Fremont	9-12	97%	56%	14%	-251.7	4%	-177.1	10%	76.0%
Lighthouse High	9-12	96%	31%	12%	-159.2	16%	1.6	92%	92.4%
Aspire Golden State	6-12	86%	25%	14%	-137.7	N/A	-58.8	N/A	91.3%
Alternatives in Action	9-12	91%	59%	15%	-250.5	N/A	-191.8	N/A	61.5%
Lodestar	K-11	92%	45%	12%	-115.3	32%	-80.7	54%	N/A
LPS R&D	9-12	72%	39%	13%	-117.8	22%	-66.9	43%	94.5%
Bay Tech	6-12	84%	26%	16%	-117.7	73%	-55.1	73%	92.9%
Aspire Lionel Wilson	6-12	85%	27%	14%	-120.2	N/A	-40.9	N/A	97.2%
ARISE High	9-12	92%	34%	14%	-93.7	93%	-24.2	78%	89.9%

Oakland Charter High	9-12	86%	24%	10%	-79.2	N/A	-5.1	N/A	90.3%
Latitude High	9-12	68%	30%	22%	-80	98%	-11.3	80%	81.8%

Source: English Learners/Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data

F. Recommendation

Based on the analysis outlined therein, Staff recommends **APPROVAL** of the renewal petition for Oakland Unity High School for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 450 students in grades 9-12. In particular, the analysis in this report finds that the Charter School has sufficiently met the requirements and criteria established in the California Charter Schools Act, which governs charter school renewals.”

If approved, staff additionally recommends the following as a benchmark for the OUSD Board to monitor progress on the challenges referenced:

- *A commitment from the Charter School to provide an annual report to the OUSD Board about their progress on clearing the school’s repeated audit finding regarding their internal controls over financial statements. This annual report to the OUSD board would continue each year of the charter term unless these findings are cleared in a future audit.*

VI. Appendices

Appendix A. Complete Renewal Tier Analysis

Summary of State Renewal Tier Analysis

As mentioned previously, Education Code Section 47607 outlines a three-tiered system of performance categories for most²⁰ charter schools seeking renewal. In this system, charter schools are placed into one of three categories (“High Tier”, “Low Tier”, or “Middle Tier”) based on an evaluation of student outcomes over the prior two years. Two criteria determine the performance category of a charter school. Criterion 1 is based on the **colors** received for all the **schoolwide** state indicators in the Dashboard. Criterion 2 is based on the **status** for all **academic** indicators with 30 or more students, using **both** schoolwide and student-group data (Criterion 2a and 2b, respectively). Analyses of both for Unity High can be found below, including more detailed descriptions of each criterion.

Criterion 1 Analysis

Criterion 1 is based on the performance colors or “levels”²¹ received for **all** the state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue/Very High or Green/High, the charter school is assigned to the High Tier. If all state indicators are Orange/Low or Red/Very Low, the charter school is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the charter school’s tier. As shown in Figure 40 below, Unity High did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

Figure 40: Criterion 1 Analysis – Schoolwide Results

Indicator	2022	2023
ELA	Medium	Yellow
Math	Low	Orange
EL Progress	Medium	Orange
College/Career	N/A	High
Graduation Rate	Medium	Green
Suspension Rate	Low	Orange

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the “Status” (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School’s schoolwide performance and Criterion 2b evaluates the Charter School’s student group performance, specifically for student groups which scored below the statewide average²². Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than

²⁰ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

²¹ For the 2022 California School Dashboard, due to the COVID-19 pandemic, status “levels” were assigned to each indicator as a proxy for colors (See Appendix B for more details).

²² For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE’s Performance Categories Flyer: <https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf>

the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group’s respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 41 and Figure 42 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, Unity High is placed in the Middle Tier.

Figure 41: Criterion 2a Analysis

Academic Indicator	2022			2023		
	School Status	State Status	Result	School Status	State Status	Result
ELA	25.3	-12.2	Higher	14.5	-13.6	Higher
Math	-74.7	-51.7	Lower	-89.6	-49.1	Lower
EL Progress	46.5%	50.3%	Lower	41.5%	48.7%	Lower
College / Career	N/A	N/A	N/A	60.2%	43.9%	Higher

Source: California School Dashboard

Figure 42: Criterion 2b Analysis

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	English Learner	-29.6	-61.2	Higher	-35.8	-67.7	Higher
	Hispanic/Latino	27.3	-38.6	Higher	14.1	-40.2	Higher
	SED	-26.7	-41.4	Lower	13.8	-42.6	Higher
Math	English Learner	-121.2	-92	Lower	-138.2	-93.4	Lower
	Hispanic/Latino	-73	-83.4	Higher	-98.3	-80.8	Lower
	SED	-75.9	-84	Higher	-93.8	-80.8	Lower
College / Career	English Learner	N/A	N/A	N/A	37%	15.3%	Higher
	Hispanic/Latino	N/A	N/A	N/A	59.5%	35.5%	Higher
	SED	N/A	N/A	N/A	60.2%	35.4%	Higher
EL Progress		46.5%	50.3%	Lower	41.5%	48.7%	Lower

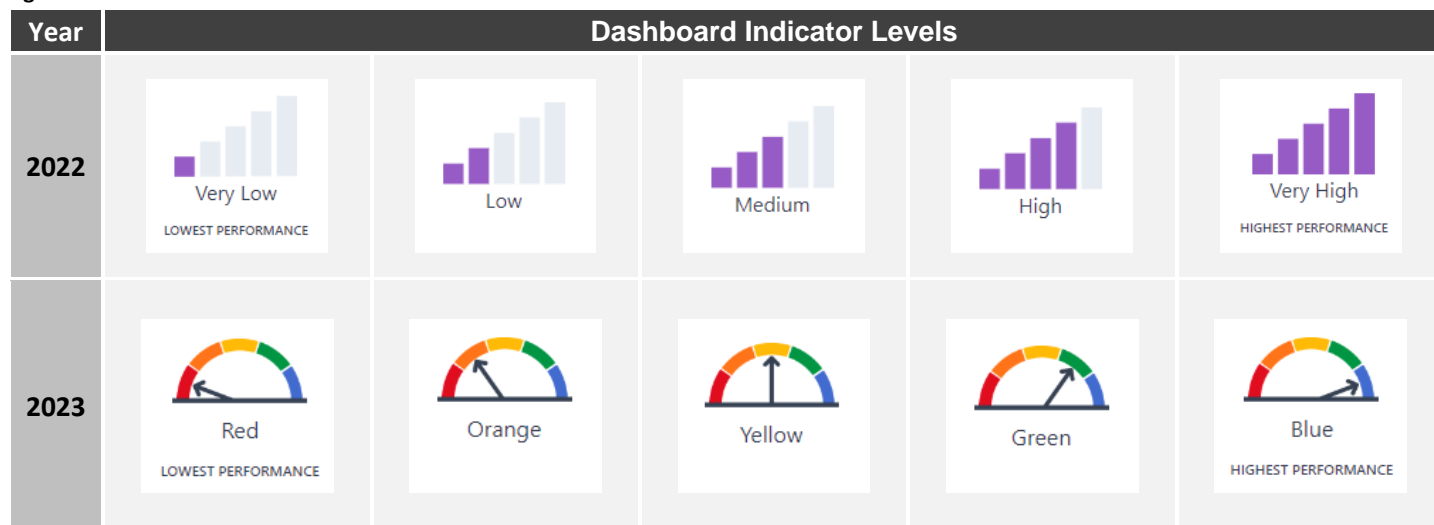
Source: California School Dashboard

Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year’s data and the difference between the current year’s data and the prior year’s data, or “Change”. Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate “Change” for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed “Status levels” (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

Figure 43: 2022 and 2023 California School Dashboard Indicator Levels



Source: California School Dashboard

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that “Very High” corresponds to the lowest performance, or the “Red” color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE’s support page at www.cde.ca.gov/ta/ac/cm/index.asp.

Complete School Performance Analyses – Schoolwide and Equity

The School Performance Analysis (SPA) Summary is found in Part 1 of this Staff Report. The below analyses represent the Schoolwide and Equity SPAs for 2022 and 2023. As a reminder, in order to be considered “Met” in the SPA, an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher or CORE Growth Level Medium or higher (i.e. growth > 30th percentile).

For the Schoolwide SPA to be considered as “Met”, the school must meet the threshold for greater than 50% of the available indicators. For the Equity SPA to be considered as “Met”, the school must meet the thresholds for greater than 50% of available student groups.

Figure 44: 2022 and 2023 Schoolwide School Performance Analyses

		2022		2023	
Indicator	Data Source	Performance	Met/Not Met	Performance	Met/Not Met
English Language Arts State Test	Dashboard Color/Level	Medium DFS = 25.3	Met	Yellow DFS = 14.5; decreased 10.9 points	Met
	CORE Growth Level	N/A		Above Average Percentile = 97 th	
Mathematics State Test	Dashboard Color/Level	Low DFS = -74.7	Met	Orange DFS = -89.6; decreased 14.8 points	Met
	CORE Growth Level	N/A		Above Average Percentile = 99 th	
English Learner Progress	Dashboard Color/Level	Medium 46.5% making progress	Met	Orange 41.5% making progress; decreased 5%	Met

Suspension	Dashboard Color/Level	Low 1.3% suspended	Met	Orange 3.8% suspended; increased 2.5%	Met
Graduation	Dashboard Color/Level	Medium 87.2% graduated	Met	Green 92.1% graduated; increased 4.9%	Met
College/Career	Dashboard Color/Level	N/A	-	High 60.2% prepared	Met
Schoolwide SPA Result		Met (Met 100%; 5 of 5)		Met (Met 100%; 6 of 6)	

Source: California School Dashboard, CORE Insights Dashboard

Figure 45: 2022 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met	
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color (DFS; change)	No Status Level	Medium 27.3	N/A	Medium 26.7	Low -29.6	No Status Level	N/A	No Status Level	Met (3 of 3)	Met
Mathematics State Test	Dashboard Color (DFS; change)	No Status Level	Low -73	N/A	Low -75.9	Very Low -121.2	No Status Level	N/A	No Status Level	Met (2 of 3)	Met
Suspension	Dashboard Color (% suspended once; change)	No Status Level	Low 1.5%	N/A	Low 1.5%	Medium 4%	Medium 4.2%	N/A	No Status Level	Met (4 of 4)	
Graduation	Dashboard Color (% graduated; change)	No Status Level	High 91.3%	N/A	Medium 87.2%	No Status Level	No Status Level	N/A	N/A	Met (2 of 2)	
College/ Career	Dashboard Color (% prepared; change)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Equity SPA Result										Met (Met: 100%; 4 of 4)	

Source: California School Dashboard, CORE Insights Dashboard

Figure 46: 2023 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met	
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color (DFS; change)	No Color	Yellow 14.1 ↓-13.2	N/A	Yellow 13.8 ↓-12.9	Orange -35.8 ↓-6.2	No Color	N/A	No Color	Met (3 of 3)	Met (6 of 6)
	CORE Growth Level (percentile)	-	High 98%	-	High 97%	High 98%	-	-	-	Met (3 of 3)	
Mathematics State Test	Dashboard Color (DFS; change)	No Color	Orange -98.3 ↓-25.3	N/A	Orange -93.8 ↓-17.9	Red -138.2 ↓-17	No Color	N/A	No Color	Met (2 of 3)	Met (5 of 6)

	CORE Growth Level (percentile)	-	High 99%	-	High 99%	High 97%	-	-	-	Met (3 of 3)
Suspension	Dashboard Color (% suspended once; change)	No Color	Orange 3.2% ↑1.7%	No Color	Orange 3.6% ↑2.1%	Orange 6.5% ↑2.5%	Orange 9.4% ↑5.3%	N/A	No Color	Met (4 of 4)
Graduation	Dashboard Color (% graduated; change)	No Color	Green 91.3% ↓0%	N/A	Green 92.1% ↑4.9%	No Color	No Color	N/A	No Color	Met (2 of 2)
College/ Career	Dashboard Color (% prepared; change)	No Status Level	High 59.5%	N/A	High 60.2%	No Status Level	No Status Level	N/A	No Status Level	Met (2 of 2)
Equity SPA Result										Met (Met: 100%; 5 of 5)

Source: California School Dashboard, CORE Insights Dashboard

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school’s California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.²³ Unity High was not identified for differentiated assistance during the current charter term.

Figure 47: California School Dashboard Local Indicators

Local Indicator	2017	2018	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	N/A	Met	Met	Met	Met
Implementation of Academic Standards	N/A	Met	Met	Met	Met
Parent and Family Engagement	N/A	Met	Met	Met	Met
Local Climate Survey	N/A	Met	Met	Met	Met
Access to a Broad Course of Study	N/A	Met	Met	Met	Met

Source: California School Dashboard

Appendix C. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in Petition)

In its renewal petition (pg. 16), Unity High is proposing to serve a maximum enrollment of 450 and a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

²³ Detailed criteria for differentiated assistance can be found at <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>.

Figure 48: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
9	100	100	95	100	100
10	85	90	90	85	85
11	60	80	80	80	80
12	65	55	75	75	75
Total	315	325	340	340	340

Source: Unity High Renewal Petition

Admissions Preferences

In the event of a public random drawing, Unity High admissions preferences are as shown below:

Figure 49: Unity High Admissions Preferences

#	Admissions Preference
1	Siblings of currently enrolled 9th, 10th , and 11th graders.

Source: Unity High Renewal Petition

Charter School Enrollment Demographics Over Time

Figure 50: Unity High Enrollment Demographics

Student Group Type	Student Group	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Ethnicity	Hispanic/Latino	90%	92%	94%	89%	89%	89%	67%
	Black/African American	5%	4%	5%	5%	5%	4%	4%
	Asian	0%	0%	0%	0%	0%	0%	0%
	White	0%	0%	0%	0%	1%	1%	1%
	Two or More Races	1%	0%	0%	0%	1%	1%	1%
	Other Race/Ethnicity	0%	0%	1%	1%	1%	2%	0%
	Not Reported	4%	3%	1%	6%	5%	4%	27%
Other Student Groups	Socioeconomically Disadvantaged	91%	89%	89%	87%	84%	92%	98%
	English Learners	15%	15%	21%	28%	26%	29%	32%
	Special Education	7%	9%	10%	13%	12%	15%	16%

Source: ETHNICITY– CDE Downloadable Data Files (School Enrollment); SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)

2024-25 Charter School Educator Demographics

Figure 51: 2024-25 Educator Demographics

Race / Ethnicity	24-25
Hispanic/Latino	20%
Black/African American	20%
Asian	15%
White	45%
Other Race/Ethnicity	0%

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria²⁴ or identify a potential violation of local, state, or federal law, 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 seven-year charter term, the Office of Charter Schools received 3 complaints regarding Unity High and 1 complaint regarding the Charter School’s CMO.

Figure 52: Unity High School Complaints to OUSD

School Year	Complaints	Areas of Concern
2017-18	0	-
2018-19	1	Bullying/Admission
2019-20	0	-
2020-21	1	Public Records/Brown Act (CMO)
2021-22	1	Communication
2022-23	1	Bullying/Staff Conduct
2023-24	0	-
2024-25	0	-

Source: OUSD Office of Charter Schools Complaint Records

Charter School English Learners by Language

Figure 53: Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	93	166	85.2%
Uncoded languages	2	1	0.99%
Vietnamese	1	1	0.66%

Source: CDE Dataquest

²⁴ 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).

Charter Renewal Staff Recommendation Oakland Unity High School

*OUSD Office of Charter Schools
October 10, 2024*



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



Charter Renewal Overview

Charter School Renewal Overview

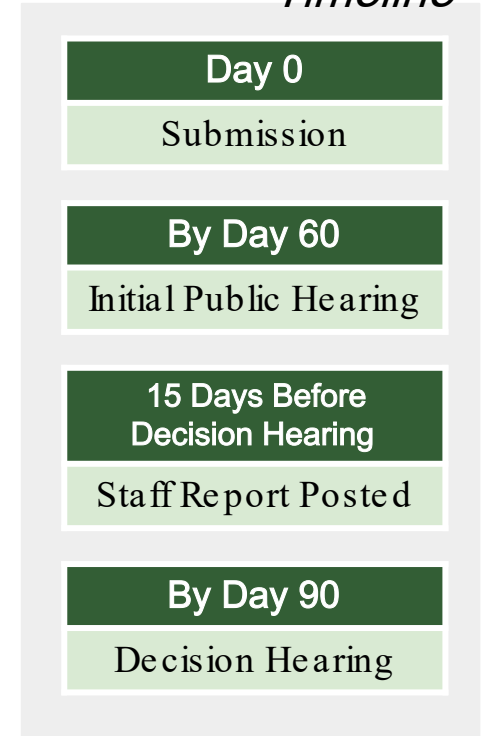
Background

Every 5 years (typically), a Charter School must submit a renewal petition to their authorizer in order to continue operating. The authorizer, the OUSD Board of Education, must evaluate the renewal petition based on criteria outlined in California Education Code and the school's Renewal Tier placement. The Board must vote within 90 days of submission to approve or deny the petition.

COVID-19 Impact on Charter Renewal

Due to the lack of Dashboard data after COVID, the State legislature extended all charters' terms by a total of **three years**. Therefore, all OUSD-authorized charter schools that are up for renewal this fall are currently in **year 8** of their charter term.

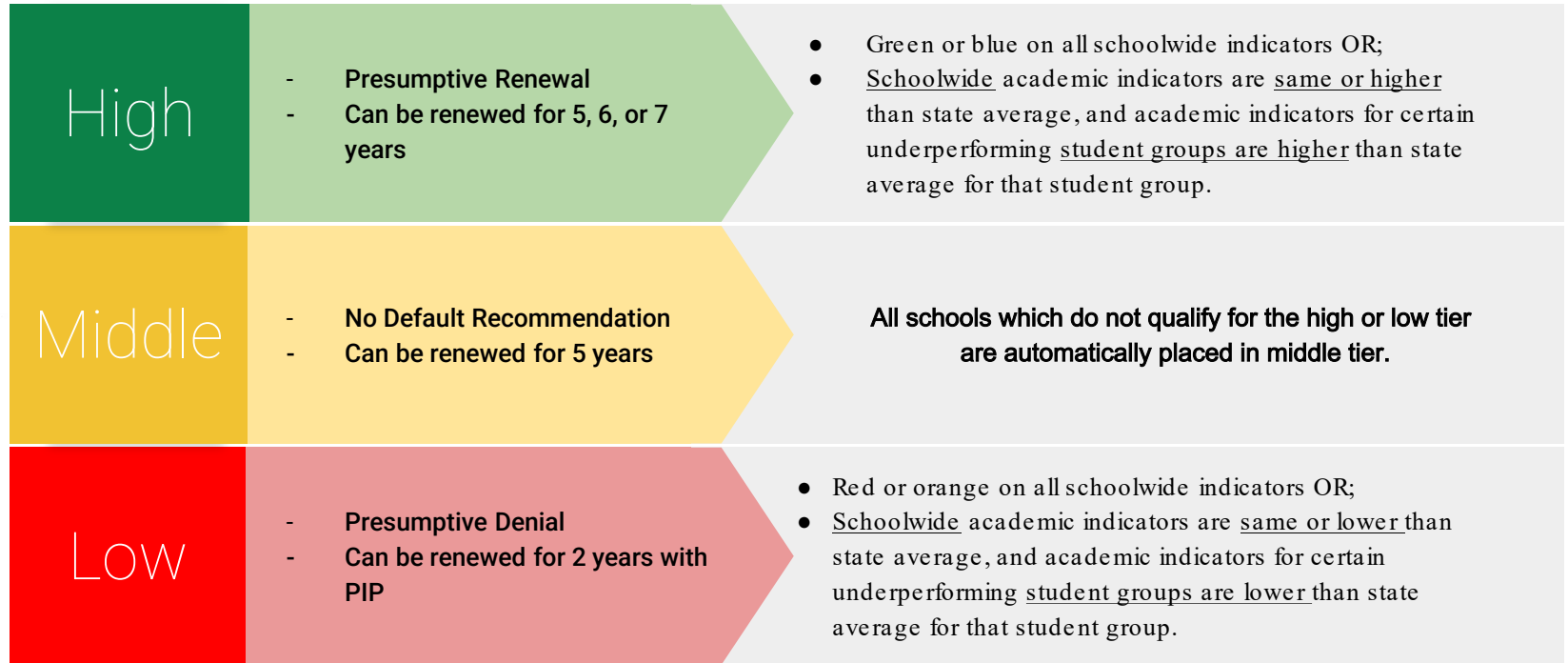
Timeline



Charter School Renewal Criteria

01	Has the Charter School Presented a Sound Educational Program?	<ul style="list-style-type: none">• Renewal Tier Placement• State Testing Performance and CORE Growth Data (if applicable)• Graduation Outcomes (if applicable)• Verified Data• Site Visit Information
02	Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?	<ul style="list-style-type: none">• Enrollment Information and Demographics• Fiscal Analyses• Notices of Concern• Board Health and Effectiveness• Staffing and Teacher Credentialing
03	Is the Petition Reasonably Comprehensive?	<ul style="list-style-type: none">• Analysis of 15 Required Elements per California Education Code• Analysis of other OUSD required items
04	Is the Charter School Serving All Students Who Wish to Attend?	<ul style="list-style-type: none">• State-provided Enrollment Data• Substantiated Complaints related to suspension/expulsion if applicable <p>Note: Ed. Code limits consideration to only these data sources</p>

How Does CDE Calculate Renewal Tiers?





Oakland Unity High School Renewal Analysis and Staff Recommendation

Oakland Unity High School Overview

Oakland Unity High School

Charter Management Organization	Unity Schools	Neighborhood	Frick
Grade Span	9-12	OUSD Attendance Area	Castlemont/CCPA/ Madison
OUSD Board District	District 6	Current Enrollment	299

Unity High was placed in the Middle Tier

No default recommendation from State; Eligible for 5-year renewal term

Oakland Unity High School Renewal Timeline



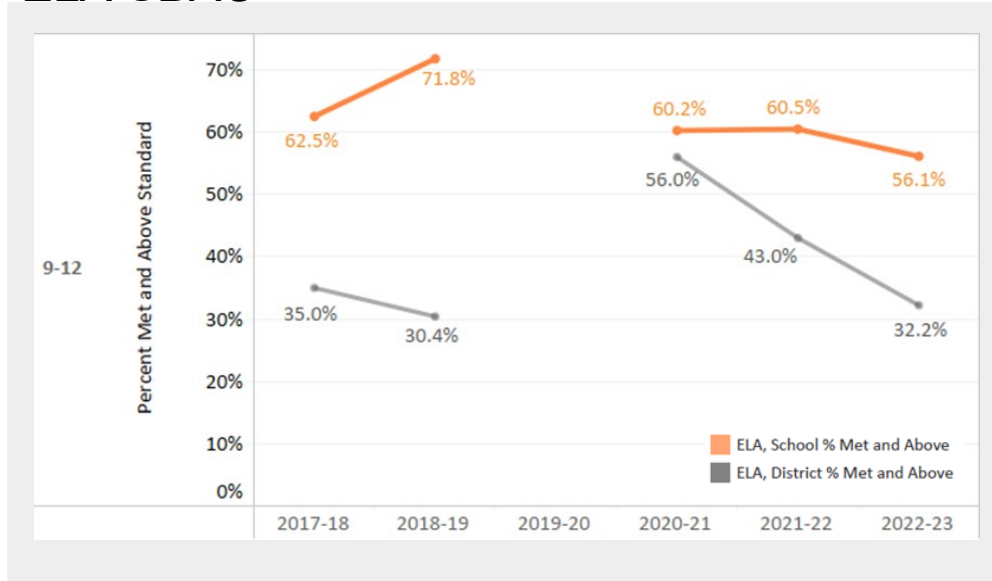
As part of the renewal process, the OUSD Office of Charter Schools conducted a site visit at Unity High on September 3, 2024 and a charter board interview with members of the Unity governing board on July 22, 2024.

Unity High CA Dashboard Results

	ELA	Math	EL Progress	Suspension	College / Career	Graduation Rate
2021-22	Medium 25.3 pts above standard	Low 74.7 pts below standard	Medium 46.5% making progress	Low 1.3% suspended	N/A	Medium 87.2% graduated
2022 -23	Yellow 14.5 pts above standard <i>Decreased 10.9 pts</i>	Orange 89.6 pts below standard <i>Decreased 14.8 pts</i>	Orange 41.5% making progress <i>Decreased 5%</i>	Orange 3.8% suspended <i>Increased 2.5%</i>	High 60.2% prepared	Green 92.1% graduated <i>Increased 4.9%</i>

Criteria I: Has the Charter School Presented a Sound Educational Program?

ELA SBAC



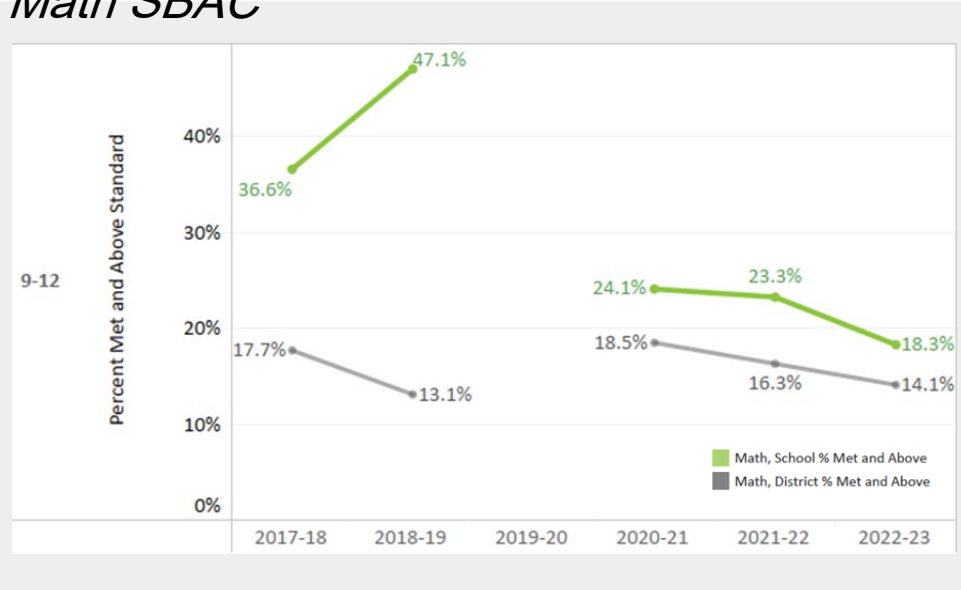
2023 ELA CORE Growth *(Based on 2022 and 2023 ELA SBAC)*

*The growth percentile is **97** which represents **above average growth**. Students in this case grew 39 scale score points greater than similar students.*

Although the charter school's proficiency dropped slightly in 2022-23, students at Oakland Unity had very high growth compared with similar students.

Criteria I: Has the Charter School Presented a Sound Educational Program?

Math SBAC

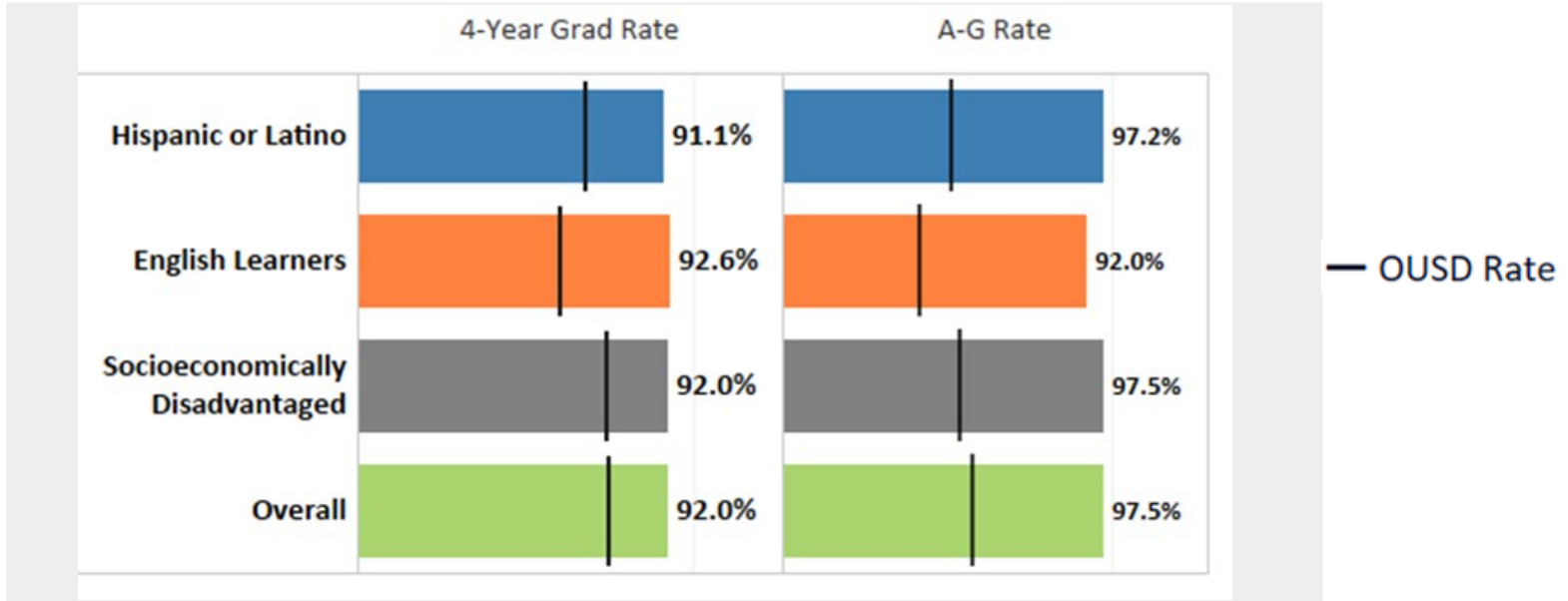


2023 Math CORE Growth
(Based on 2022 and 2023 Math SBAC)

The growth percentile is 99 which represents above average growth. Students in this case grew 49 scale score points greater than similar students.

Although the charter school's proficiency dropped slightly in 2022-23, students at Oakland Unity had very high growth compared with similar students.

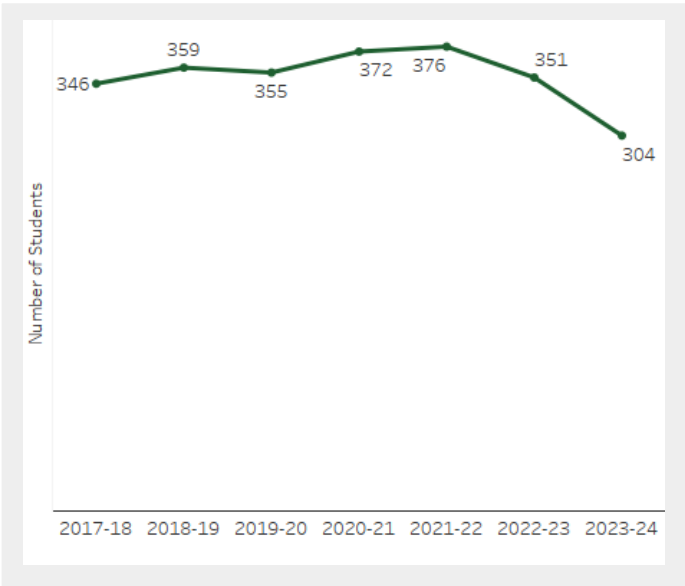
Criteria I: Has the Charter School Presented a Sound Educational Program?



The Charter School's 4year graduation rate and A-G rate in 2022-23 were higher than the OUSD rates overall and for the above key student groups.

Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Total Enrollment



**Enrollment of 299 as of August 29, 2024*

Fiscal Health

Financial Indicator	2020 -21	2021-22	2022 -23
Ending Fund Balance	\$2,109,188	\$2,922,762	\$4,131,710
Deficit Spending	\$0	\$0	\$0
3% Reserve	Yes	Yes	Yes
Major Audit Findings	Yes	Yes	Yes

Repeated audit finding : *“Internal Control in the Closing Process/Financial Statements” during each year of the charter term, which was noted by auditors as a Significant Deficiency in the most recent annual audit.*

Criteria III: Is the Petition Reasonably Comprehensive?

The charter petition included a reasonably comprehensive description, per State standards, of the 15 required elements outlined in California Education Code.

Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

There were no substantiated complaints related to noncompliance with suspension, expulsion, or involuntary disenrollment procedures and no evidence in the State-provided enrollment data which suggests the Charter School is not serving all students who wish to attend.

Staff Recommendation Summary

The OUSD Office of Charter Schools recommends APPROVAL WITH BENCHMARK

Benchmark: A commitment from the Charter School to provide an annual report to the OUSD Board about their progress on clearing the school's repeated audit finding regarding their internal controls over financial statements. This annual report to the OUSD board would continue each year of the charter term unless these findings are cleared in a future audit.

Strengths

- Met all indicators in the School Performance Analysis based on the California State Dashboard results.
- ELA proficiency has been significantly higher than the District average, with student groups performing much higher than their respective District averages.
- The school has consistently outperformed the District average in Math proficiency, with most student groups above their respective district averages.
- Extremely high CORE growth in both ELA and Math.
- Very high graduation rates and A-G completion rates.
- Trusting and warm school culture fosters high expectations for students and staff.
- Despite declining enrollment, the school remains at a sustainable size with a healthy fund balance.

Challenges

- The school has had repeated audit findings regarding fiscal controls, with the latest annual audit noting it as a significant deficiency.
- Enrollment demographics do not reflect the diversity of OUSD as a whole, nor the diversity of OUSD schools in the comparison attendance area. The school serves a lower percentage of Black/African American students than the OUSD average. The recruitment and retention plan outlined in Element 7 for this student group in particular was minimal.



Appendix

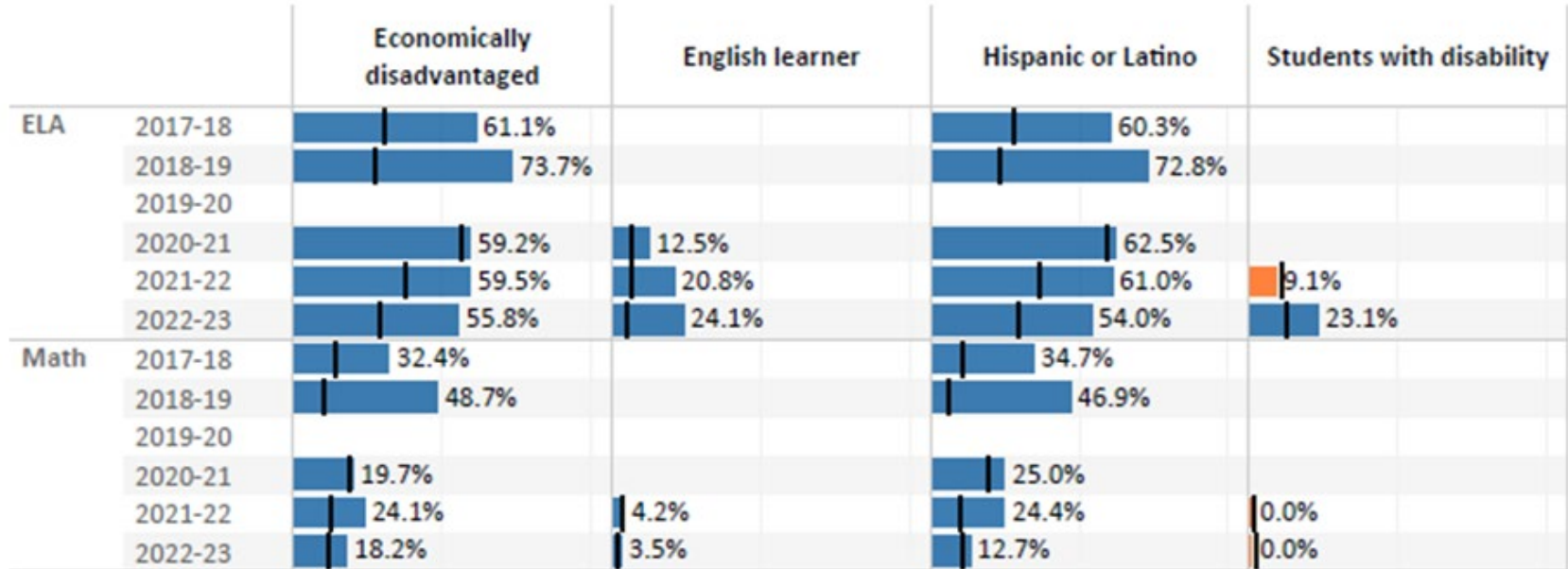
2023 -24 Student Demographics

Student Group	Charter School	OUSD schools in Comparison HSA	OUSD
Hispanic/Latino	66.8%	73.4%	47.3%
Black/African American	3.9%	18.5%	20.1%
Asian	0.3%	1.7%	9.8%
White	0.7%	1.3%	11.5%
Two or More Races	0.7%	1.6%	6.8%
Other Race/Ethnicity	0.3%	2.1%	1.9%
Not Reported	27.3%	1.4%	2.6%
Socioeconomically Disadvantaged	98.4%	99.0%	81.4%
English Learners	31.6%	43.3%	32.9% <i>(9-12 only: 28.5%)</i>
Special Education	16.4%	18.3%	16.3% <i>(9-12 only: 18.1%)</i>

Renewal Tier Analysis - Criterion 2

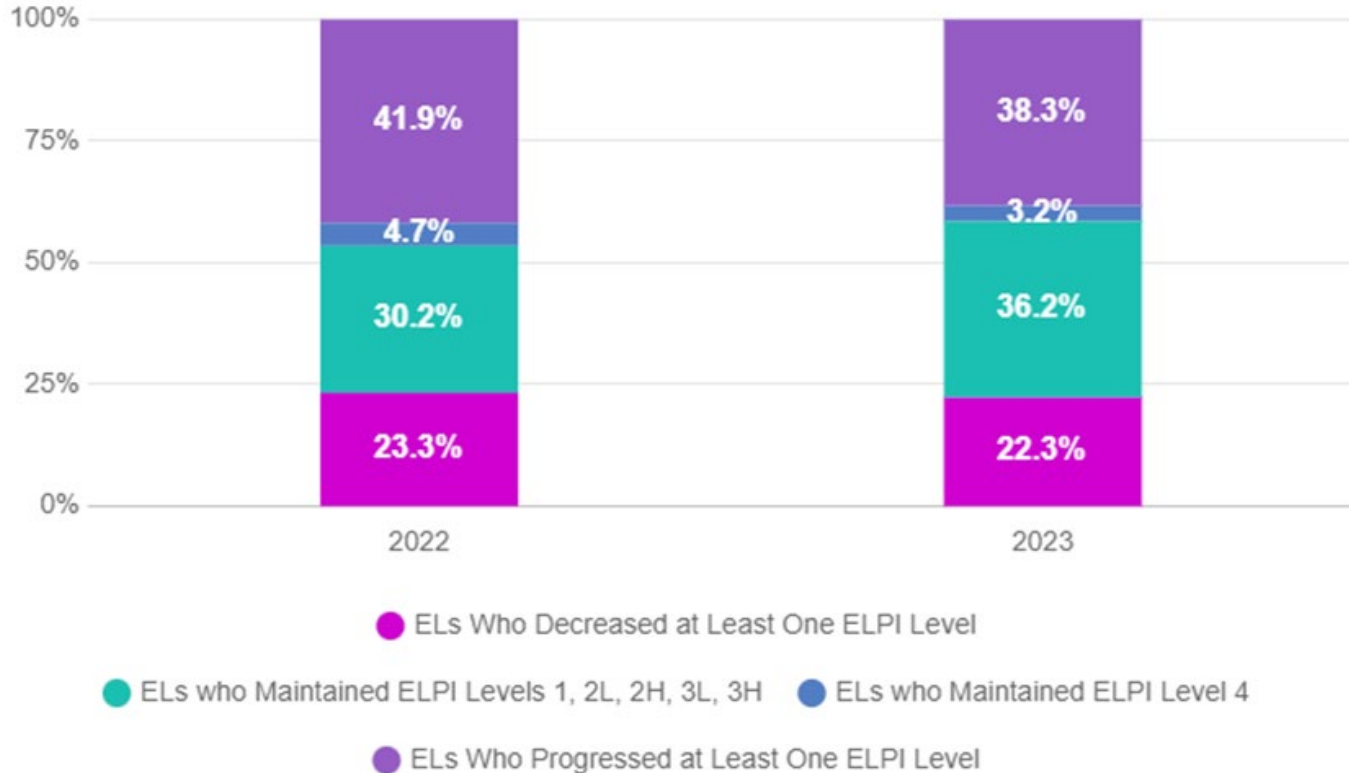
Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	Schoolwide	25.3	-12.2	Higher	14.5	-13.6	Higher
	English Learner	-29.6	-61.2	Higher	-35.8	-67.7	Higher
	Hispanic/Latino	27.3	-38.6	Higher	14.1	-40.2	Higher
	SED	26.7	-41.4	Higher	13.8	-42.6	Higher
Math	Schoolwide	-74.7	-51.7	Lower	-89.6	-49.1	Lower
	English Learner	-121.2	-92	Lower	-138.2	-93.4	Lower
	Hispanic/Latino	-73	-83.4	Higher	-98.3	-80.8	Lower
	SED	-75.9	-84	Higher	-93.8	-80.8	Lower
College / Career	Schoolwide	N/A	N/A	N/A	60.2%	43.9%	Higher
	English Learner	N/A	N/A	N/A	37%	15.3%	Higher
	Hispanic/Latino	N/A	N/A	N/A	59.5%	35.5%	Higher
	SED	N/A	N/A	N/A	60.2%	35.4%	Higher
EL Progress		46.5%	50.3%	Lower	41.5%	48.7%	Lower

2022 -23 Key Student Group Performance vs. OUSD



■ Greater
■ Lower
 — OUSD average

English Learner Progress



Teacher Credentialing Data

	Charter School	OUSD
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	86.6%	60.9%
Intern <i>Authorized by intern credential</i>	6.1%	3.9%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	0.0%	1.2%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	7.3%	31.6%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.0%	2.3%

CDE Enrollment Data - Data Set 1

Data Set 1	2017-18	2018-19	2019-20	2022 -23
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	4.3% (15 of 351)	7.1% (26 of 365)	5.7% (21 of 368)	7.4% (27 of 366)
Number of these students with State test results from the prior year	1	3	0	4
Average Distance From Standard (DFS) on the English State test from the prior year these students compared to school average	N/A*	N/A*	N/A*	N/A*
Average Distance From Standard (DFS) on the Math State test from the prior year these students	N/A*	N/A*	N/A*	N/A*

CDE Enrollment Data - Data Set 2

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	7.8% (27 of 348)	5.7% (280 of 351)	7.1% (26 of 365)	9.2% (35 of 380)
Number of these students with State test results from the prior year	6	1	3	3
Average Distance From Standard (DFS) on the English State test from the prior year these students compared to school average	N/A*	N/A*	N/A*	N/A*
Average Distance From Standard (DFS) on the Math State test from the prior year these students	N/A*	N/A*	N/A*	N/A*