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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 23, 2024

Subject Charter Renewal Decision Hearing – ARISE High School

Ask of the Board Vote

Background On January 25, 2017, the OUSD Board of Education voted to approve a five-year term for ARISE High School (“ARISE”). 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 August 2, 2024, ARISE submitted its renewal petition to OUSD. On September 23, 2024, the OUSD Board of Education held an Initial Public Hearing, where ARISE 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 by October 8, 2024.

ARISE 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:

- 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?

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.

Fiscal Impact No direct fiscal impact.

- Attachment(s)**
- ARISE - Renewal Staff Report
 - ARISE - Renewal Staff Presentation
 - ARISE - Charter School Presentation

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

Resolution No. 2425-0011

**APPROVING CHARTER PETITION OF
ARISE 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 August 2, 2024, the District received a renewal petition for ARISE High School (“Petition”), a public charter school currently serving 394 students in grades 9-12 and authorized to serve grades 9-12 with a maximum enrollment of up to 400 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, ARISE 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 23, 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 23, 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 ARISE 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 **ARISE 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 23rd day of October, 2024, by the following vote:

PREFERENTIAL AYE:	None
PREFERENTIAL NOE:	None
PREFERENTIAL ABSTENTION:	None
PREFERENTIAL RECUSE:	None
AYES:	Jennifer Brouhard, VanCedric Williams, Jorge Lerma, Valarie Bachelor, Clifford Thompson, President Benjamin Davis
NOES:	Vice President Mike Hutchinson
ABSTAINED:	None
RECUSED:	None
ABSENT:	Student Directors: Maximus Simmons, Michele Vasquez

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Governing Board of the Oakland Unified School District, held on October 23, 2024.

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OAKLAND UNIFIED SCHOOL DISTRICT



Benjamin "Sam" Davis
President, Governing Board



Kyla Johnson-Trammell
Superintendent and Secretary, Governing Board



Renewal Petition Staff Report

ARISE High School

October 23, 2024

School Overview

ARISE High School			
Charter Management Organization (CMO):	N/A	Previous Renewal Year(s):	2012, 2017
Year Opened:	2007	Campus Address:	3301 East 12 th St, Suite 205, Oakland, CA 94601
Neighborhood:	Fruitvale	OUSD Attendance Area(s):	Fremont
OUSD Board District:	District 5	Current Enrollment:¹	394
Current Grades Served:	9-12	Current Maximum Authorized Enrollment²:	400
Current Authorized Grades:	9-12	5-Year Projected Enrollment	400, 400, 400, 400, 400

Staff Recommendation

Staff recommends **APPROVAL** of the renewal petition for ARISE High School (“ARISE” or “Charter School”) for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 students in grades 9-12 and a projected annual enrollment as outlined in the table above.

Summary of Findings:

Strengths	Challenges
<ul style="list-style-type: none"> Met all indicators for both the Schoolwide and Equity SPA Analysis, based on the California State Dashboard, in 2022-23. High CORE growth in both Math and ELA. Significant growth in ELA proficiency between 2021-22 and 2022-23, with all student groups showing significant improvement in 2022-23. Post-pandemic growth in Math proficiency. High graduation and A-G completion rates. Substantial increase in percentage of English Learners making progress. Strong focus on fostering student leadership and community. 	<ul style="list-style-type: none"> Did not meet the majority of indicators for either the Schoolwide or Equity SPA Analysis in 2021-22.

¹ Per second month statistical report submitted to OUSD (as of September 26, 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

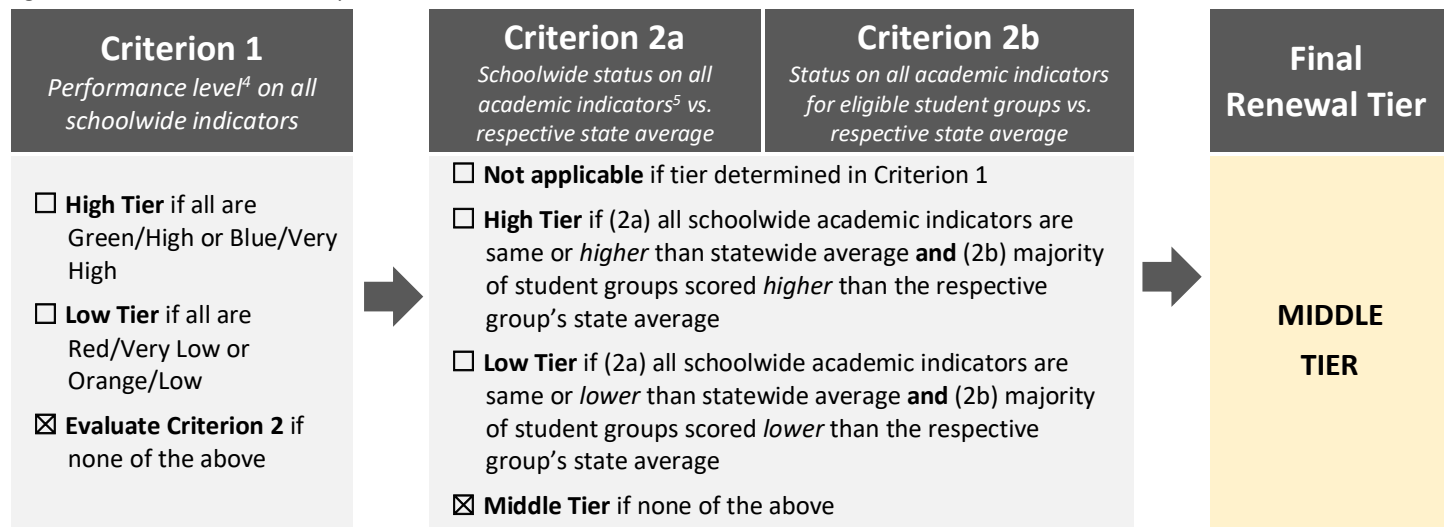
The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (OCS) Staff must determine that the charter school has met the requirements set forth in Education 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: ARISE 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 successful; 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 OUSD review team conducted a site visit on April 29-30, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
2. The OUSD review team conducted an interview with 3 members of the ARISE Governing Board on July 15, 2024, after all members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The Charter School submitted a renewal petition to the District on August 2, 2024.
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 23, 2024.
6. Staff findings were made public by the 15-day posting requirement, which was October 8, 2024.
7. The decision public hearing is being held on October 23, 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, a summary of the renewal site visit, and verified data submitted by the Charter School.

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:

- *ARISE did not meet the minimum performance threshold for the 2021-2022 school year; however, ARISE did meet the minimum performance threshold for the 2022-23 school year.*
- *From 2021-22 to 2022-23, ARISE saw an improvement in their Schoolwide and Equity ELA and Math performance. From 2021-22 to 2022-23, both student groups went from a “Very Low” status level to “Yellow”.*
- *In 2022-23, ARISE’s English Learner Progress performance improved from a “Very Low” status level to “Green”.*

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

Indicator	2022		2023	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Not Met Dashboard: Very Low	Not Met Dashboard: 0 of 2 student groups ≥ Low	Met Dashboard: Yellow CORE: Above Average	Met Dashboard: 2 of 2 student groups ≥ Orange
Mathematics	Not Met Dashboard: Very Low	Not Met Dashboard: 0 of 2 student groups ≥ Low	Met Dashboard: Yellow CORE: Above Average	Met Dashboard: 2 of 2 student groups ≥ Orange
English Learner Progress	Not Met Dashboard: Very Low	N/A	Met Dashboard: Green	N/A
Suspension	Met Dashboard: Medium	Met Dashboard: 4 of 4 student	Met Dashboard: Orange	Met Dashboard: 4 of 4 student

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.

		groups ≥ High		groups ≥ Orange
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: Very High	Met Dashboard: 2 of 2 student groups ≥ High
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	Not Met (Met 44%; 4 of 9)		Met (Met 100%; 11 of 11)	

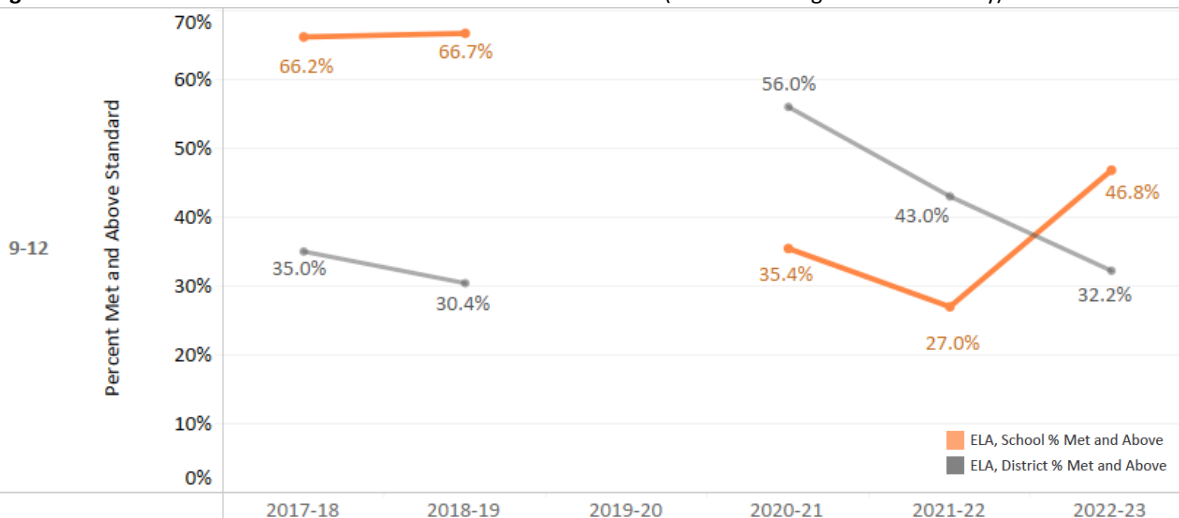
Source: California School Dashboard; CORE Insights Dashboard

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”) and Smarter Balanced Summative Assessments (“SBAC”) are provided below. Specifically, the figures include results for both ARISE and OUSD schools which serve students in grades 9-12 as shown below:

- **ELA**
 - Pre-pandemic, ARISE’s proficiency rate was significantly higher than the District average. In 2018-2019, ARISE’s proficiency rate was about 36 percentage points higher than the District average.
 - Post-pandemic, ARISE’s proficiency rate declined and in 2021-22 was 16 percentage points lower than the District average. However, in 2022-23 ARISE’s proficiency rate increased approximately 20 percentage points and was about 15 percentage points higher than the District average.

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



Source: Downloadable CAASPP Research Files

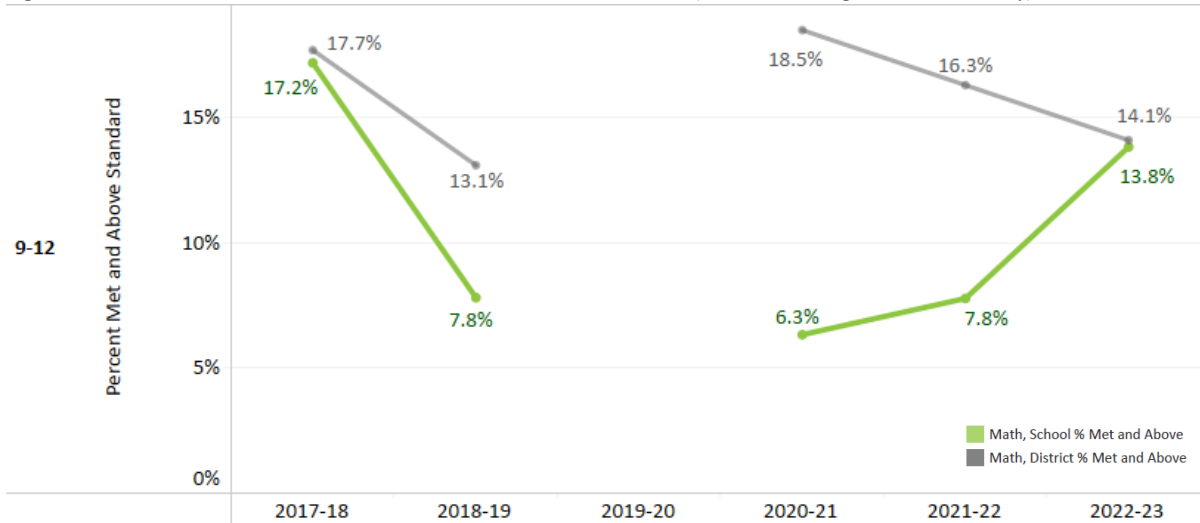
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

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**

- In 2017-18, ARISE’s proficiency rate was on par with the District average then in subsequent years declined and was below the District average.
- In 2022-23, ARISE’s proficiency rate increased 6 percentage points and was similar to the District average.

Figure 5: Schoolwide Math SBAC Results Over Time – ARISE 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: Economically 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 ARISE did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:

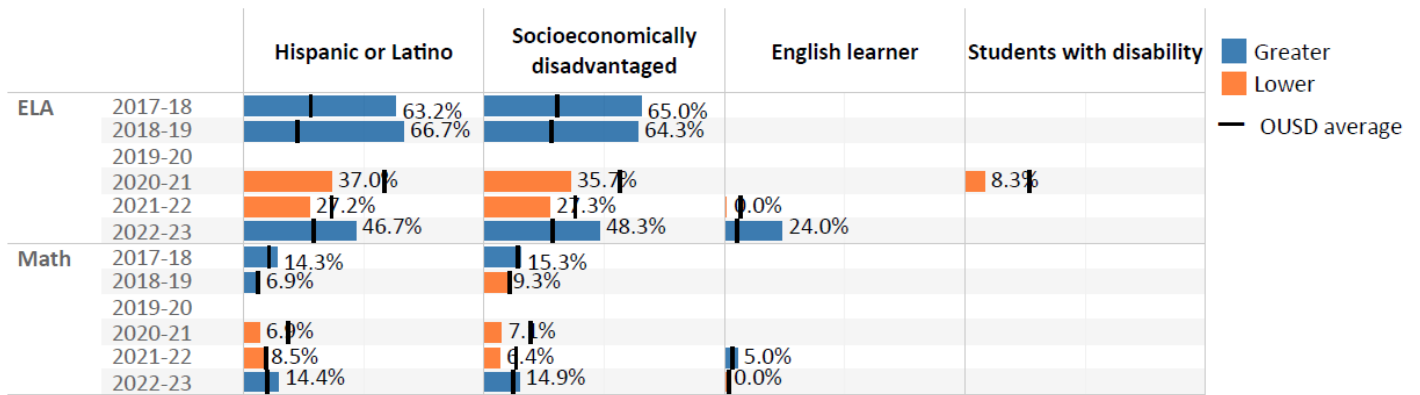
- **ELA**

- In the first two post-pandemic years (2020-21 and 2021-22), the Hispanic or Latino and Socioeconomically Disadvantaged student group performance significantly declined and performed below the respective District student groups. However, in 2022-23, both student groups improved about 20 percentage points and outperformed their respective District student groups.
- The Hispanic or Latino, Socioeconomically Disadvantaged, and English Learner student groups saw significant improvement in 2022-23.

- **Math**

- Pre-pandemic, the Hispanic/Latino and Socioeconomically Disadvantaged student groups were on par with respective District student groups.
- From 2021-22 to 2022-23, the Hispanic or Latino and Socioeconomically Disadvantaged students groups’ performance improved, while the English Learner student group’s performance declined.

Figure 6: 2023 SBAC Results Over Time by Student Group – ARISE and OUSD (Schools serving Grades 9-12 Only)*



Source: Downloadable CAASPP Research Files

D. 2023 CORE Growth

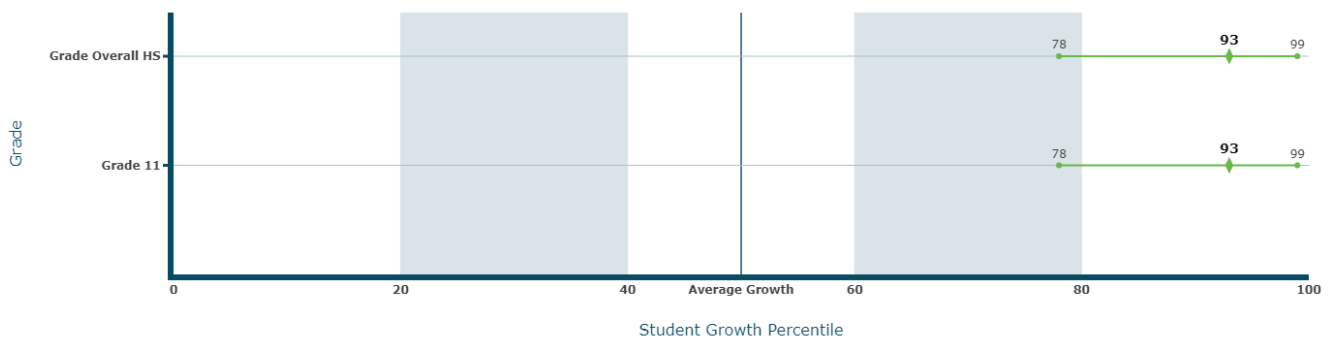
As explained previously, the CORE Growth metric measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students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

- Low growth: 30% or below
- Medium growth: above 30% and less than or equal to 70%
- 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 ARISE. As shown below:

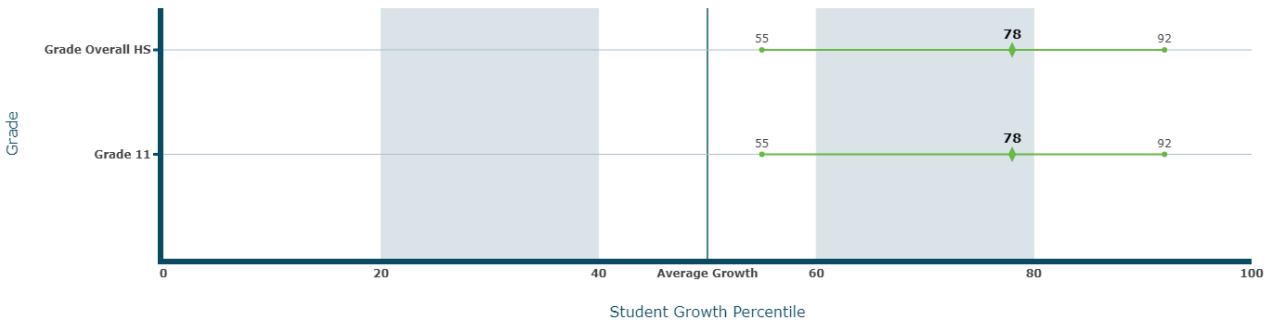
- **Math:** Students at ARISE had above average growth in Math compared with similar students, with growth estimated to be in the 93rd percentile. Students at ARISE were approximated to have grown 31 scale score points more than similar students.
- **ELA:** Although lower than math, students at ARISE still had above average growth in ELA compared with similar students, with growth estimated to be in the 78th percentile. Students at ARISE were approximated to have grown 16 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



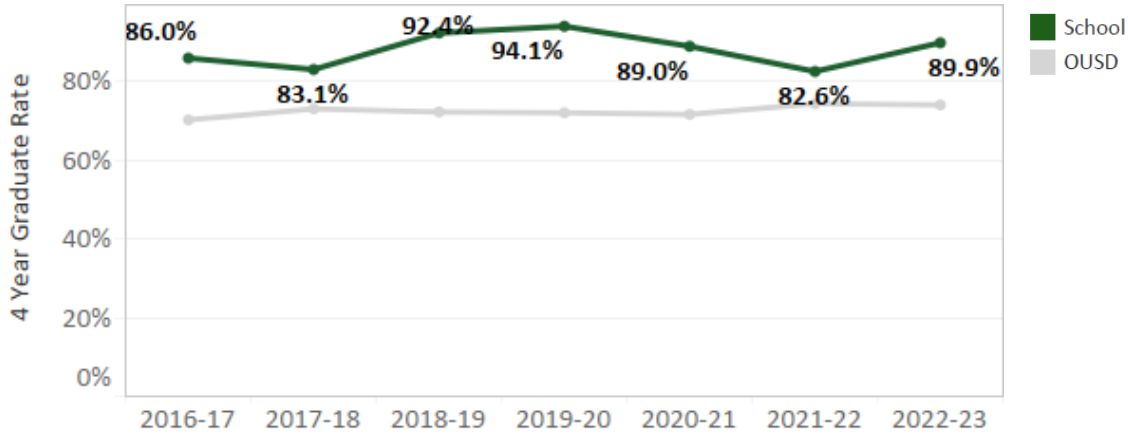
Source: CORE Insights Dashboard

E. Graduation Metrics

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

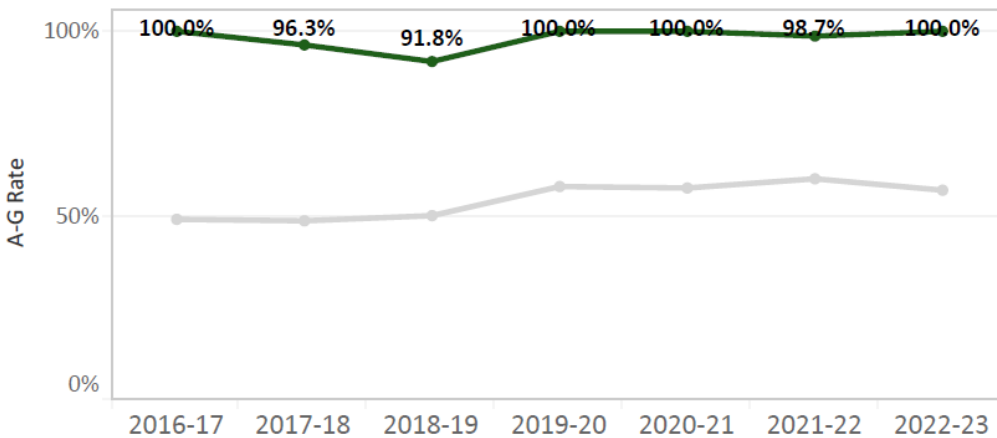
- ARISE’s four-year cohort graduation rate and A-G graduation rates have been higher than the respective OUSD rates for all years of the charter term.
- In 2022-23, ARISE’s four-year cohort graduation and A-G graduation rates were higher than the respective OUSD rates for all key student groups.

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



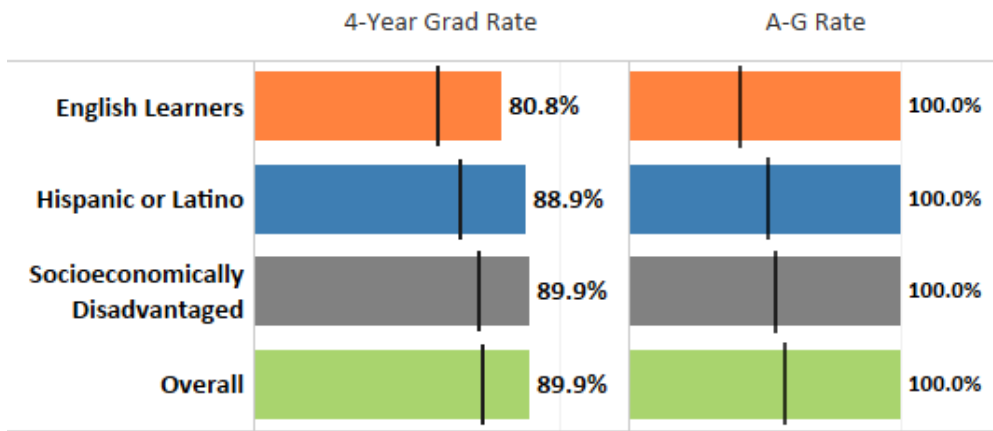
Source: CDE Downloadable Data Files

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



Source: CDE Downloadable Data Files

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



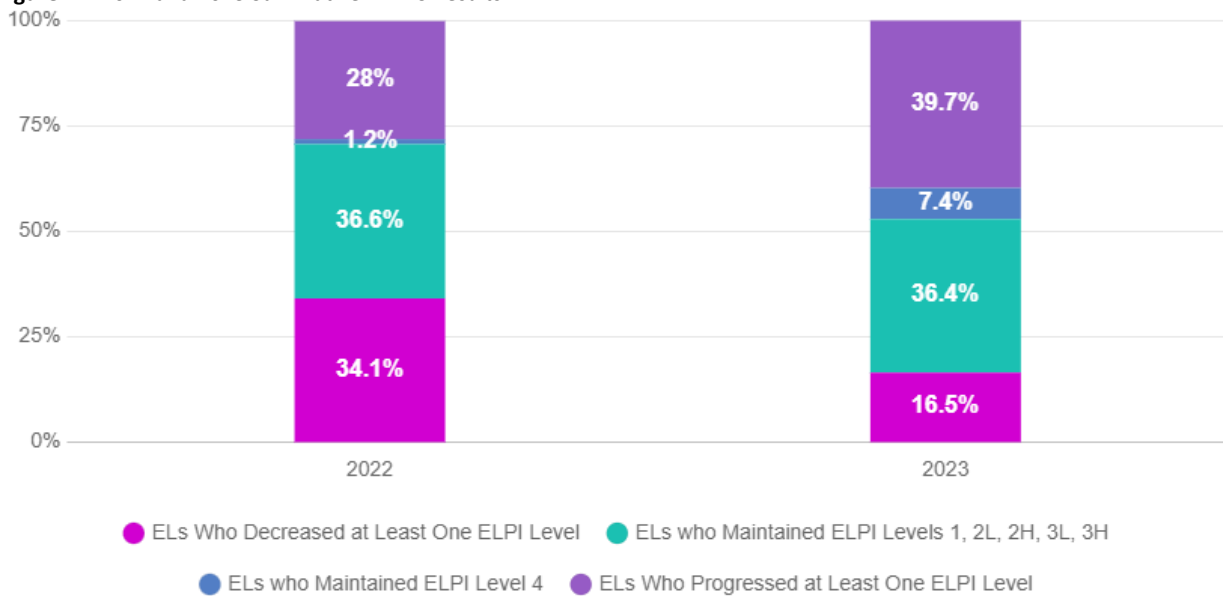
Source: CDE Downloadable Data Files

F. English Learner Progress

In the 2021-22 and 2022-23 school years, ARISE tested 82 and 121 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 47.1% of English Learner students at ARISE made progress towards English language proficiency in 2023, representing a 21.6% increase 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

ARISE Renewal Site Visit, April 29-30, 2024			
OUSD Review Team: Kelly Krag-Arnold (OCS Director), Madison Thomas (OCS Deputy Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Jason Yamashiro (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	3.4	3.5	3.9
Thread B: Culture	3.5	3.8	3.8
Thread C: Systems and Structures	3.6	3.8	3.7

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 ARISE.

Figure 14: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
4.0	1A.1: School Vision	The school has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school’s clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement.
4.0	2B.1 Joyful Environment & 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 guides the implementation of Tier 1 behavioral and social emotional supports and establishes a fair and transparent approach to student discipline.

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

4.0	3C.5 Partnerships with Community Based Organizations	School utilizes the community schools model to build meaningful partnerships with community based organizations that support and honor youth and community and expand access to family supports, enrichment, and health services.
Lowest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
2.8	2C.2 Safety	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
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	3C.4 Student Leadership / Voice	School has a structure for leveraging student leadership/voice in decision making.

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. Student Engagement:** ARISE has focused on student engagement through Project Based Learning (PBL) and other lesson planning structures. The intensive support of teaching staff through this process has resulted in high level implementation and students were consistently observed engaging in academic discussion, project planning processes, well designed work packets that required higher order thinking skills, writing, and peer feedback. Observers could sense the learning energy and students expressed confidence in their teachers' knowledge, planning, and caring.
- 2. Staffing and Retention:** Over the past several years, ARISE has improved its hiring, professional development, collaboration, evaluation, and coaching systems in support of its goal of a stable top tier teaching staff. ARISE now has very low teacher turnover along with a highly qualified staff that is committed to the ARISE mission and vision, collaborates around curriculum planning and student support, and innovates in partnership with leadership. Every staff member has a coach and the schedule has been fine tuned to maximize time for professional learning. The Academic Mentor program was praised by students, staff, and parents and strengthens core instruction, intervention, and the talent pipeline. Staff not only stay at ARISE, but are genuinely happy to be part of the community.
- 3. Community Focus:** The mission at ARISE includes a commitment to the community. This starts in the school experience, and it is clear in observation and documents that the ARISE community is caring, supportive, inclusive, and strong. There is an explicit focus on teaching students agency, getting to know students and families personally, and creating a community where each and every student feels like they belong and they can be successful.

Areas for Improvement

- 1. Academic Rigor:** It is clear from many data sources that ARISE students are achieving at a high level. With high A-G completion rates and improving state assessment scores, the vision of excellent academic achievement is well on its way at ARISE. That being said, ARISE is well positioned to increase academic rigor and opportunity even further. In addition to plans to grow the dual enrollment community college classes, plans should be developed to accelerate student learning from registration through graduation including support for the new accelerated Math plan (as Math

continues to underperform), increase out of school (homework and other) learning opportunities, provide additional Advanced Placement opportunities, and develop top level clubs or enrichment that require interaction with some of the top college prep high schools in the area and beyond.

- 2. Diverse Student Population:** While it is important to acknowledge that efforts are being made, further work needs to be done to recruit a student population that better reflects the student population of Oakland Unified. Plans to continue to diversify staff, as well as development of pro-Black activities and approaches, should help in this area but ARISE is encouraged to continue to think creatively about recruitment and school design that could effectively bring a more diverse student body to the school.
- 3. Facilities:** The facilities at ARISE create a number of challenges for parents, students, and staff. These include significant traffic issues at morning drop off, the lack of gym, labs, and other high-level options for various classes, small rooms for a number of classes, a private lunch area, possible safety issues in the public plaza, and more. While ARISE has been nimble in forming community partnerships to utilize neighborhood spaces for enrichments and internships and working with teachers around classroom layout and furniture purchases, staff, students, and parents all expressed frustration with the facilities and a desire to have an outstanding education facility in the future.

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.

The Charter School provided the District with NWEA MAP data for grades 9-12 to be considered as academic progress indicators for the purposes of verified data. Upon review, ARISE did surpass the 95 percent participation threshold, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the renewal petition, includes the Charter School's own analysis of the results.

Verified Data Analysis – NWEA MAP (Grades 9-12)

NWEA MAP utilizes Conditional Growth Index (CGI) values for individual students or groups of students. The CGI is an indicator of how much individual students or groups of student growth deviates from their respective norms. A CGI of zero means a student showed gains that were equivalent to the growth norms. A positive CGI means a student's growth was above the norm, while a negative CGI means a student's growth was below the norm. **For both the student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth** (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. Figure 15 and 16 below shows ARISE's school CGI values by grade level and student group,

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>

respectively. Figure 17 below shows the percentage of students with a student CGI value of -0.2 or higher. According to this data, the analysis is below:

- In 2023-24, ARISE’s school and grade level CGI values were above the -0.2 threshold in both Math and Reading which can be approximated as one year’s growth.
- From 2022-23 to 2023-24, the percentage of students above the -0.2 threshold in Math increased schoolwide and among student groups.
- From 2022-23 to 2023-24, the percentage of students above the -0.2 threshold in Reading remained the same schoolwide and among student groups, with the exception of English Learner students.

Figure 15: School CGI Values by Grade Level and School Year; MAP Growth by NWEA, Grades 9-12

	Math		Reading	
	2022-2023	2023-2024	2022-2023	2023-2024
9	2.43	2.97	1.05	1.64
10	2.46	1.88	1.81	2.00
11	2.94	2.33	0.50	1.72
12	0.51	2.53	0.47	0.69
All Grades	0.50	0.60	0.20	0.30

Figure 16: School CGI Values by Student Group and School Year; MAP Growth by NWEA, Grades 9-12

Student Group	Grade	Math		Reading	
		2022-2023	2023-2024	2022-2023	2023-2024
EL	All Grades	0.70	0.60	0.20	0.30
SED	All Grades	0.50	0.60	0.20	0.30
SWD	All Grades	0.40	0.40	0.10	0.40

Figure 17: Percent of Students with a Student CGI value of -0.2 or Higher; MAP Growth by NWEA, Grades 9-12

		Math		Reading	
		2022-2023	2023-2024	2022-2023	2023-2024
All Grades	2022-2023	71%	73%	62%	62%
	2023-2024	71%	73%	63%	59%
EL	2022-2023	70%	73%	62%	62%
	2023-2024	64%	65%	60%	60%
SED	2022-2023	64%	65%	60%	60%
	2023-2024	64%	65%	60%	60%
SWD	2022-2023	64%	65%	60%	60%
	2023-2024	64%	65%	60%	60%
		Percent Met Projected Growth		Percent Met Projected Growth	

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

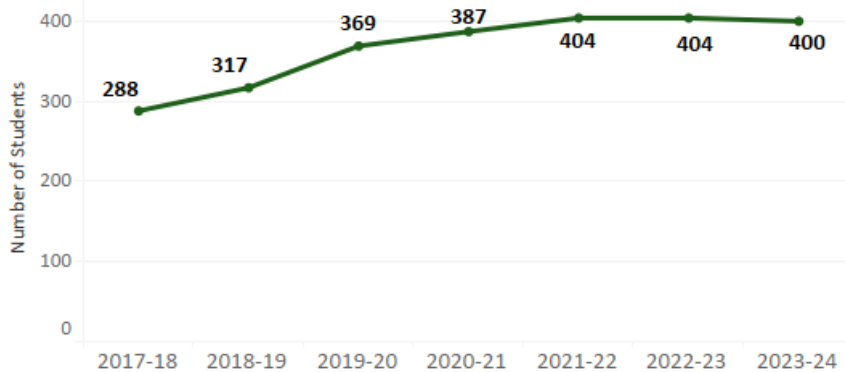
In order for a charter school’s renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹² Evidence considered for this criterion include an analysis of the Charter School’s financial condition, enrollment, enrollment demographics,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

A. Enrollment

Total Enrollment by Year

ARISE has maintained a very healthy enrollment total following the pandemic, with the past three years’ enrollment totals at the Charter School’s authorized enrollment maximum of 400. As of September 26, 2024, the Charter School reported an enrollment of 394 for the current school year.

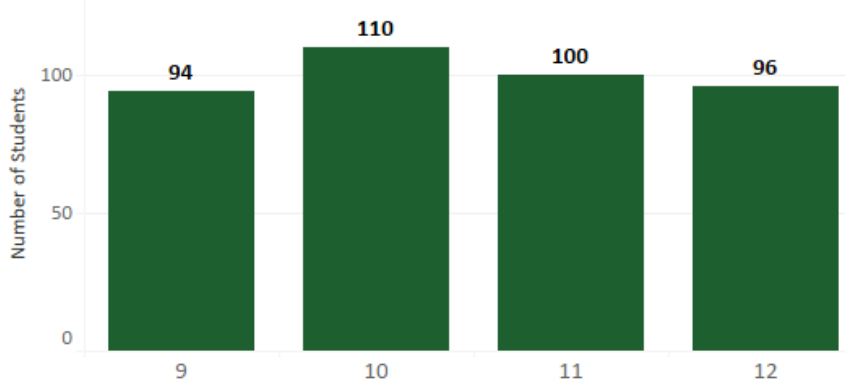
Figure 18: Total Enrollment Over Time



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

Enrollment by Grade Level

Figure 19: 2023-24 Enrollment by Grade Level



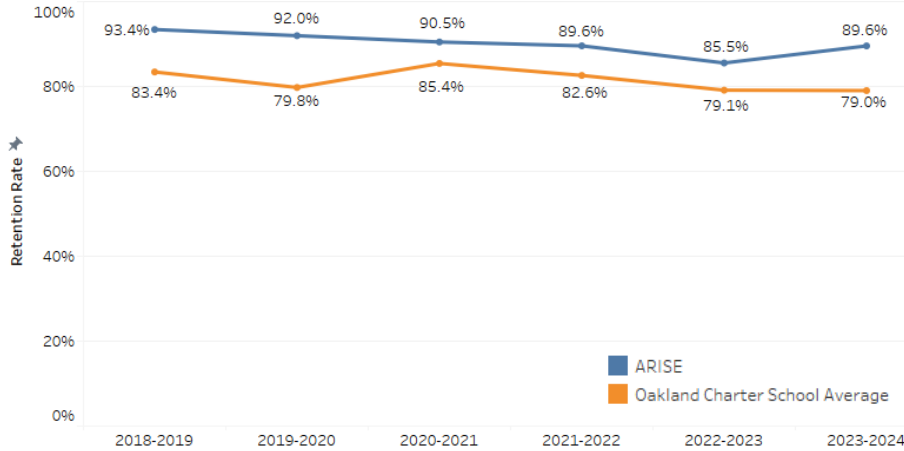
Source: 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files

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 consistently remained higher than the Oakland charter school average.

¹² EC §47605(c)(2)

Figure 20: 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. Although the school has had some years with deficit spending, it has remained less than 20% of its fund balance each year. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported an ending fund balance of \$1,940,689 for the Charter School.

Figure 21: 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>	\$1,664,837	\$1,558,778	\$2,101,862	\$1,882,254	\$1,940,689
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>	\$(209,114)	\$(106,059)	\$0	\$(219,608)	\$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>	12.56%	6.80%	0.00%	11.67%	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>	0.11	0.28	0.44	0.52	0.83
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>	None	None	None	None	None

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

The enrollment projections in the multi-year budget projection (“MYP”) are aligned to the projected enrollment listed in Element 1 of the charter petition, appear realistic given the school’s current and historic enrollment trends, and do not exceed the Charter School’s maximum enrollment of 400 students.

Figure 22: Multi-Year Budget Projection Summary

	2025-26	2026-27	2027-28
Projected Enrollment	400	400	400
Projected ADA	372	372	372
Projected Total LCFF Entitlement	\$6,431,889	\$6,629,986	\$6,848,645
Projected LCFF Entitlement per ADA	\$17,290	\$17,823	\$18,410

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 107-108 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 (HSAA) in which the majority of the Charter school’s students reside, Fremont, is included for reference.

Figure 23: 2023-24 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA ¹³	OUSD
Race/ Ethnicity	Hispanic/Latino	94.3%	78.5%	47.3%
	Black/African American	1.8%	12.4%	20.1%
	Asian	0.5%	2.6%	9.8%
	White	0.3%	2.5%	11.5%
	Two or More Races	0.3%	0.7%	6.8%
	Other Race/Ethnicity	0.8%	2.2%	1.9%
	Not Reported	2.3%	1.2%	2.6%
Other Student Groups	Socioeconomically Disadvantaged	88.3%	99.0%	81.4%
	English Learners	33.3%	49.7%	32.9% (9-12 only: 28.5%)
	Special Education	17.3%	16.3%	16.3% (9-12 only: 18.1%)

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

¹³ Includes 2 OUSD-operated schools serving students in grades 9-12 located in the Fremont HSAA. Specifically, Fremont and Life Academy.

English Learner Enrollment

As shown previously, during the 2023-24 school year, 33.3% of ARISE’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 ARISE 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 (Level 3 and 4) compared with OUSD in the same grade span.*
- *Approximately 57% of the Charter School’s English Learner students are considered Reclassified Fluent English.*
- *The Charter School has a lower percentage of students who have been English Learners between 0 and 3 years than OUSD. Additionally, the Charter School has a larger percentage of English Learners classified as Long-Term English Learners than OUSD.*

Figure 24: ELPAC Levels – Charter School vs. OUSD (Grades 9-12 only)

ELPAC Level	Charter School	OUSD (Grades 9-12 Only)
Level 4 – Well Developed	21.5%	9.2%
Level 3 – Moderately Developed	30.8%	18.1%
Level 2 – Somewhat Developed	26.9%	17.4%
Level 1 – Minimally Developed	20.8%	55.2%

Source: 2022-23 Summative ELPAC Results

Figure 25: 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	8.5%	2.1%	40.4%	46.8%	2.1%
10	5.5%	2.7%	32.7%	59.1%	0.0%
11	7.0%	1.0%	35.0%	57.0%	0.0%
12	9.4%	2.1%	25.0%	63.5%	0.0%
Total	7.5%	2.0%	33.3%	56.8%	0.5%

Source: CDE Downloadable Data Files

Figure 26: “At-Risk” and Long-Term English Learners (LTEL) by Grade Span

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	15.8%	8.3%	51.9%	24.1%
OUSD (9-12 Only)	39.1%	11.7%	34.9%	14.3%

Source: CDE Downloadable Data Files

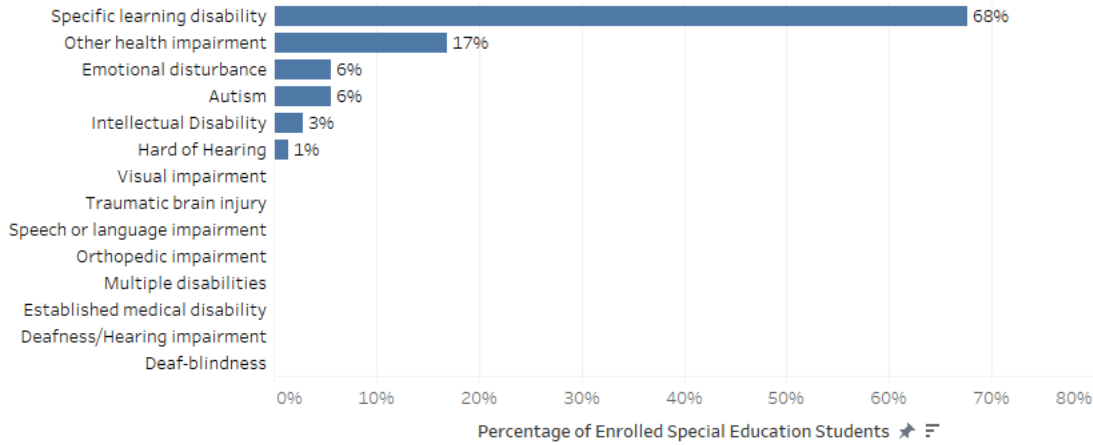
Special Education Enrollment

As shown previously, during the 2023-24 school year, 17.3% of ARISE’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 ARISE and their level of need. As shown below:

- *Approximately 68% of students with disabilities at ARISE have a specific learning disability as the primary disability.*

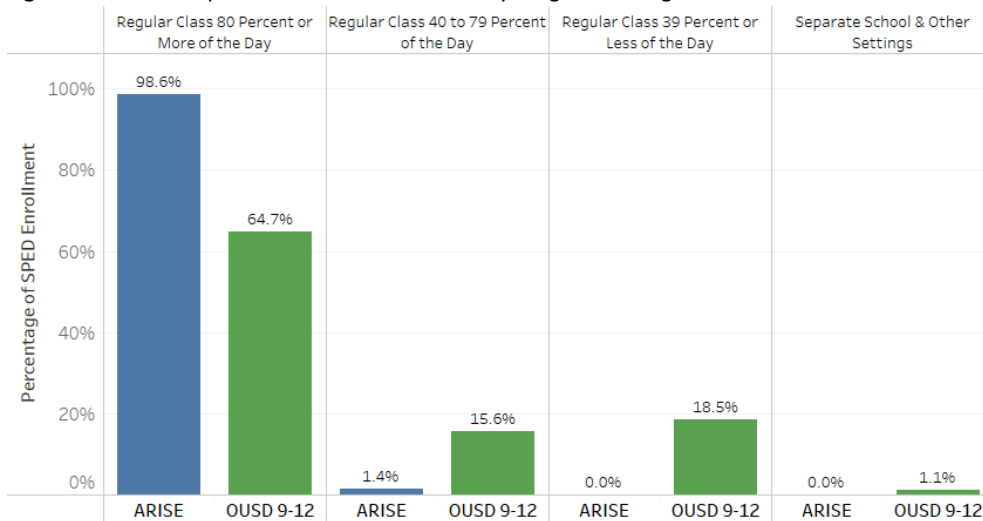
- Approximately 99% of students with disabilities at ARISE are in a regular classroom setting for 80 percent or more of the school day, which is significantly higher than the District average.
- Over 95% of students with disabilities at ARISE are receiving less than 450 service minutes weekly.

Figure 27: 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 28: 2023-24 Special Education Enrollment by Program Setting



Source: CDE Downloadable Data Files

Figure 29: 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	96.6%	95.7%
Percentage of students with IEPs receiving more than 450 service minutes weekly	3.4%	4.3%
Percentage of students with IEPs in nonpublic school (NPS) placement	0%	0%

Source: Charter School Performance Report

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.

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 ARISE has received 3 Notices of Concern over the course of the current charter term.

Figure 30: 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	1	Brown Act Violation	School cancelled its meeting
2019-20	2	Suspension/Expulsion Policy; Brown Act Violation	Error acknowledged—expulsion documentation provided and compliance with OCS expulsion policies confirmed; the charter board will ensure future meetings remain accessible.
2020-21	0		
2021-22	0		
2022-23	0		
2023-24	0		

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 ARISE Governing Board and its composition.

Figure 31: Charter School Governing Board Overview and Composition

ARISE Governing Board Overview			
Schools Overseen	1	Total Enrollment of all Schools	400 students
Required Minimum # of Members	5	Current # of Members	8
Regular Meeting Frequency	Monthly	Committees	Governance
ARISE Governing Board Composition			
Name, Role	Time on Board	Name, Role	Time on Board
Ana Gomez, Chair	3 years	Tiffany Pearson, Member	6 months
Laura Flaxman, Member	1 year	Maria Arechiga, Member	6 years

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.

DeVan Taylor, Director	1 year	Deborah Meister, Member	3 years
Romeo Garcia, Member	3 years	Melissa Iglesias, Secretary	2 years

Source: Charter School Board Self-Evaluations submitted to OUSD; Charter School Website; 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 32: 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.	4.0
Mission Alignment	Board members have a shared understanding of and commitment to the school’s mission and vision.	4.0
School Familiarity	Board members are knowledgeable about the school’s operations, successes, and challenges.	4.0
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	3.7
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	3.0
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	3.67
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.	4.0
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	3.33

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 to 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 (“CaSAAS”). 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 CaSAAS results for educator assignments in the 2022-23 school year, the most recent year for which data is available. As shown below:

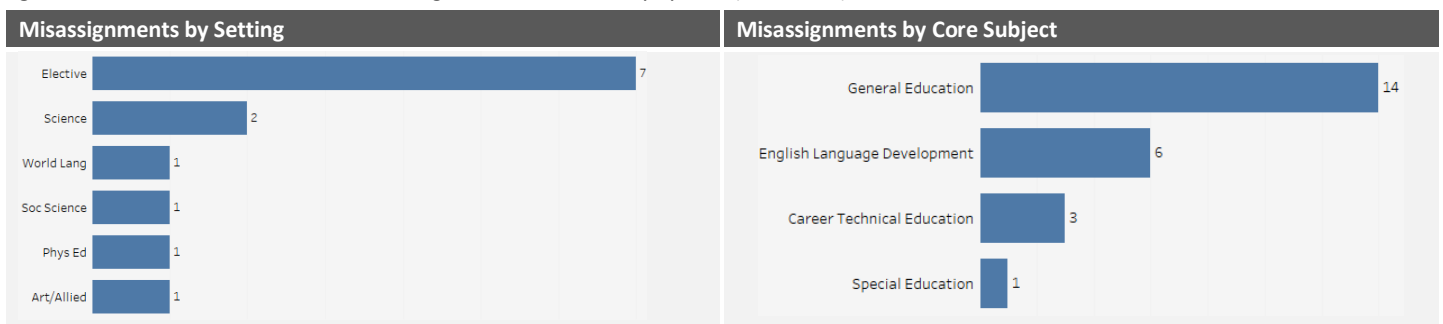
- *During the 2022-23 school year, the majority of assignments at ARISE were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Approximately 29% of assignments were considered “Ineffective”, were not authorized or were authorized by an emergency credential, variable term waiver, or substitute permit, which is slightly below the OUSD average.*
- *During the 2022-23 school year, there were 24 total misassignments at ARISE out of 179 total assignments.*

Figure 33: 2022-23 Educator Credentials by Type

	Charter School	OUSD
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	55.5%	60.9%
Intern <i>Authorized by intern credential</i>	10.0%	3.9%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	4.9%	1.2%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	29.2%	31.6%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	0.5%	2.3%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 34: 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 and educator retention has increased substantially post-pandemic.*
- *The Charter School has only had one educator leave their position prior to the end of the school year throughout the entire charter term.*

Figure 35: 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	78%	61%	68%	90%	85%	92%	89%
Early Separations	0/18	1/19	0/20	0/20	0/25	0/27	-

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 36: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable 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
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

B. Other Required Information

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

¹⁶ EC §47605(c)(5)

Figure 37: 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 thru 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 38: 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 second 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 39: 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	4.4% (13 of 296)	4.5% (15 of 334)	7.7% (29 of 377)	10.2% (44 of 430)

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	3	3	0	7
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 40: 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)	28.9% (81 of 280)	5.1% (15 of 296)	6.3% (21 of 334)	11.7% (49 of 419)
Number of these students with State test results from the prior year	7	2	2	ELA: 3 Math: 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

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 indicators for both the Schoolwide and Equity SPA Analysis, based on the California State Dashboard, in 2022-23. High CORE growth in both Math and ELA. Significant growth in ELA proficiency between 2021-22 and 2022-23, with all student groups showing significant improvement in 2022-23 relative to their respective OUSD student group average. Post-pandemic growth in Math proficiency. High graduation rates and an A-G graduation rate of 100% in three of the last four years. Substantial increase in percentage of English Learners making progress between 2021-22 and 2022-23. The site visit and SQR revealed a strong focus on fostering student leadership and community. 	<ul style="list-style-type: none"> Did not meet the majority of indicators for either the Schoolwide or Equity SPA Analysis in 2021-22. Although there has been growth in Math in post-pandemic years, proficiency is still below the District average for all years of the charter term.

Determination

Based on this analysis, ARISE 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"> Increasing or stable enrollment over the course of the charter term. Higher than average student retention rates. The school is in good fiscal condition, with a healthy reserve balance and no audit findings, despite some years with deficit spending. No Notices of Concern since 2019-20. High educator retention, particularly in last four years. Very high teacher retention rates post-pandemic. 	<ul style="list-style-type: none"> Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentage of Black/African American students and students with disabilities than the OUSD average. Despite a relatively high enrollment rate of students with disabilities, school appears to serve a minimal number of students with moderate/severe disabilities based on service minutes/time in regular classroom setting.

Determination

Based on this analysis, ARISE 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. 	N/A

Determination

Based on this analysis, the petition for ARISE 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, ARISE 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 ARISE 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 ARISE.

ARISE Students Attendance Areas

Students attending ARISE in 2023-24 lived in 6 different OUSD attendance areas. Additionally, 8 of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 20 ARISE students lived.

¹⁹ Ed Code 47607.2(b)(6)

Figure 41: 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	Fremont	276 (69.0%)
	Castlemont/CCPA/Madison	68 (17.0%)
	Oakland High	27 (6.8%)

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

Performance Comparison with Nearby Schools

In order to evaluate the performance of ARISE 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 ARISE. 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 42:

- **Math:** ARISE had a DFS which was greater than 13 of 17 comparison schools. ARISE had a higher CORE Growth percentile than 10 of 13 comparison schools.
- **ELA:** ARISE had a DFS which was greater than 13 of 17 comparison schools. ARISE had a higher CORE Growth percentile than 9 of 13 comparison schools.
- **Graduation Rate:** ARISE had a higher graduation rate than 7 of 16 comparison schools.

Figure 42: Charter School Enrollment by School and Grade Span

School	Grade Span	% SED	% EL	% SWD	Math DFS	Math CORE Growth	ELA DFS	ELA CORE Growth	Graduation Rate
ARISE	9-12	92%	34%	14%	-93.7	93%	-24.2	78%	89.9%
Fremont	9-12	97%	56%	14%	-251.7	4%	-177.1	10%	76.0%
Life Academy	6-12	95%	36%	21%	-84	93%	-26.5	97%	96.8%
Latitude	9-12	68%	30%	22%	-80	98%	-11.3	80%	81.8%
CCPA	6-12	97%	46%	21%	-132.6	47%	-63.9	75%	93.4%
Castlemont High	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%
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%
Oakland Charter High	9-12	86%	24%	10%	-79.2	N/A	-5.1	N/A	90.3%
Oakland Unity High	9-12	92%	29%	15%	-89.6	99%	14.5	97%	92.0%
Oakland High	9-12	88%	25%	15%	-189.3	55%	-101.1	52%	82.0%
Metwest High	9-12	75%	21%	25%	-162.7	24%	-79	11%	82.8%

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 ARISE High School for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 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.

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 ARISE 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 43 below, ARISE did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

Figure 43: Criterion 1 Analysis – Schoolwide Results

Indicator	2022	2023
ELA	Very Low	Yellow
Math	Very Low	Yellow
EL Progress	Very Low	Green
College/Career	N/A	Very High
Graduation Rate	Medium	Green
Suspension Rate	Medium	Orange
Chronic Absenteeism	No Status Level	N/A

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

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).

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 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 44 and Figure 45 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, ARISE is placed in the Middle Tier.

Figure 44: Criterion 2a Analysis

Academic Indicator	2022			2023		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-88.2	-12.2	Lower	-24.2	-13.6	Lower
Math	-149.6	-51.7	Lower	-93.7	-49.1	Lower
EL Progress	29.3%	50.3%	Lower	47.1%	48.7%	Lower
College / Career	N/A	N/A	N/A	90.0%	43.9%	Higher

Source: California School Dashboard

Figure 45: Criterion 2b Analysis

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	Hispanic/Latino	-83.1	-38.6	Lower	-22.9	-40.2	Higher
	SED	-86.5	-41.4	Lower	-21.6	-42.6	Higher
Math	Hispanic/Latino	-143.3	-83.4	Lower	-94.8	-80.8	Lower
	SED	-148.8	-84.0	Lower	-91.8	-80.8	Lower
College/Career	Hispanic/Latino	N/A	N/A	N/A	89.0%	35.5%	Higher
	SED	N/A	N/A	N/A	90.0%	35.4%	Higher
EL Progress		29.3%	50.3%	Lower	47.1%	48.7%	Lower

Source: California School Dashboard

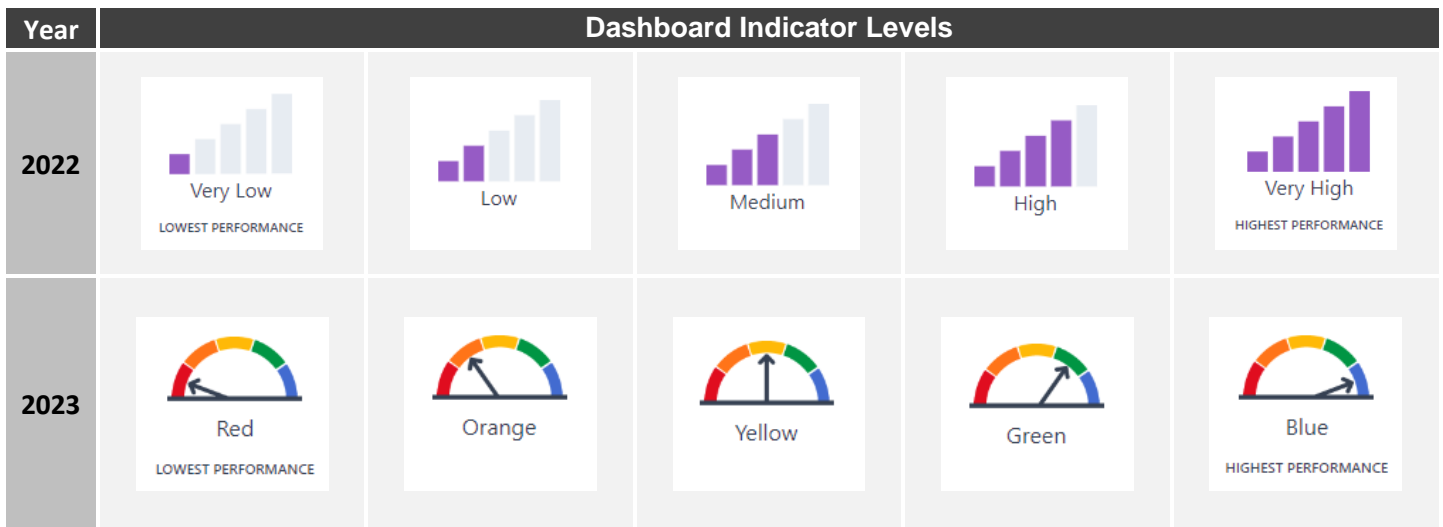
Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

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 46: 2022 and 2023 California School Dashboard Indicator Levels

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>



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 47: 2022 and 2023 Schoolwide School Performance Analyses

Indicator	Data Source	2022		2023	
		Performance	Met/Not Met	Performance	Met/Not Met
English Language Arts State Test	Dashboard Color/Level	Very Low DFS = -88.2	Not Met	Yellow DFS = -24.2; increased 67.6 points	Met
	CORE Growth Level	N/A		Above Average Percentile = 76 th	
Mathematics State Test	Dashboard Color/Level	Very Low DFS = -149.6	Not Met	Yellow DFS = -93.7; increased 61.3 points	Met
	CORE Growth Level	N/A		Above Average Percentile = 90 th	
English Learner Progress	Dashboard Color/Level	Very Low 29.3% making progress	Not Met	Green 47.1% making progress; increased 21.6%	Met
Suspension	Dashboard Color/Level	Medium	Met	Orange	Met

		4.1% suspended		5.6% suspended; increased 1.5%	
Graduation	Dashboard Color/Level	Medium 83.3% graduated	Met	Green 90.1% graduated; increased 6.8%	Met
College/Career	Dashboard Color/Level	N/A	-	Very High 90% prepared	Met
Schoolwide SPA Result		Not Met (Met 40%; 2 of 5)		Met (Met 100%; 6 of 6)	

Source: California School Dashboard, CORE Insights Dashboard

Figure 48: 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)	N/A	Very Low -83.1	N/A	Very Low -86.5	No Status Level	N/A	N/A	N/A	Not Met (0 of 2)
Mathematics State Test	Dashboard Color (DFS)	N/A	Very Low -143.3	N/A	Very Low -148.8	No Status Level	N/A	N/A	N/A	Not Met (0 of 2)
Suspension	Dashboard Color (% suspended once)	N/A	Medium 4.1%	N/A	Medium 3.5%	Medium 4.9%	Medium 5.4%	N/A	N/A	Met (4 of 4)
Graduation	Dashboard Color (% prepared)	N/A	Medium 84.1%	N/A	Medium 84%	No Status Level	No Status Level	N/A	N/A	Met (2 of 2)
Equity SPA Result										Met (Met: 50%; 2 of 4)

Source: California School Dashboard, CORE Insights Dashboard

Figure 49: 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)	N/A	Yellow -22.9 ↑62.8	N/A	Yellow -21.6 ↑68.8	No Color	N/A	N/A	N/A	Met (2 of 2)	Met
	CORE Growth Level (percentile)	-	High 76%	-	High 77%	-	-	-	-	Met (2 of 2)	
Mathematics State Test	Dashboard Color (DFS; change)	N/A	Yellow -94.8 ↑52.1	N/A	Yellow -91.8 ↑62.9	No Color	N/A	N/A	N/A	Met (2 of 2)	Met
	CORE Growth Level (percentile)	-	High 90%	-	High 92%	-	-	-	-	Met (2 of 2)	
Suspension	Dashboard Color (% suspended once; change)	No Color	Orange 5.7% ↑1.6%	N/A	Orange 5.4% ↑1.9%	Orange 5.3% ↑0.5%	Orange 7.6% ↑2.2%	N/A	N/A	Met (4 of 4)	

Graduation	Dashboard Color (% graduated; change)	N/A	Green 89.2% ↑5.1%	N/A	Green 90.1% ↑6.1%	No Color	No Color	N/A	N/A	Met (2 of 2)
College/ Career	Dashboard Color (% prepared; change)	N/A	Very High 89%	N/A	Very High 90%	No Status Level	No Status Level	N/A	N/A	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 ARISE was not identified for differentiated assistance during the current charter term.

Figure 50: 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. 9), ARISE is proposing to serve a maximum enrollment of 400 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:

Figure 51: 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

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

9	100	100	100	100	100
10	100	100	100	100	100
11	100	100	100	100	100
12	100	100	100	100	100
Total	400	400	400	400	400

Source: ARISE Renewal Petition

Admissions Preferences

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

Figure 52: ARISE Admissions Preferences

#	Admissions Preference
1	Siblings of enrolled and admitted students of ARISE High School
2	Children of ARISE High School Staff (not to exceed 10% of enrollment)
3	Students zoned to attend underperforming schools within OUSD in which 70% or more of students qualify for free and reduced lunch (a minimum of 60% of available spots)
4	Students residing within OUSD boundaries
5	All other applicants

Source: ARISE Renewal Petition

Charter School Enrollment Demographics Over Time

Figure 53: ARISE Enrollment Demographics

Student Group Type	Student Group	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Ethnicity	Hispanic/Latino	92%	92%	92%	93%	93%	95%	94%
	Black/African American	3%	2%	2%	2%	2%	2%	2%
	Asian	1%	1%	2%	1%	2%	1%	1%
	White	0%	0%	0%	1%	0%	0%	0%
	Two or More Races	0%	1%	1%	2%	1%	1%	0%
	Other Race/Ethnicity	3%	3%	3%	2%	2%	1%	1%
	Not Reported	1%	1%	0%	0%	0%	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	93%	87%	88%	93%	74%	92%	88%
	English Learners	19%	16%	17%	20%	31%	34%	33%
	Special Education	7%	11%	11%	11%	13%	14%	17%

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

2024-25 Charter School Educator Demographics

Figure 54: 2024-25 Educator Demographics

Race / Ethnicity	24-25
Hispanic/Latino	30%

Black/African American	11%
Asian	11%
White	48%
Other Race/Ethnicity	0%

Source: Charter School Performance Report

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 2 complaints regarding ARISE.

Figure 55: ARISE Complaints to OUSD

School Year	Complaints	Areas of Concern
2017-18	0	-
2018-19	0	-
2019-20	0	-
2020-21	2	Public Record/Brown Act, Academic Policies, Truancy Policy, Credentialing
2021-22	0	-
2022-23	0	-
2023-24	0	-
2024-25	0	-

Source: OUSD Office of Charter Schools Complaint Records

Charter School English Learners by Language

Figure 56: 2023-24 Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	122	219	85.25%
Uncoded languages	9	11	5.00%
Arabic	0	2	0.50%
Philippine languages	0	2	0.50%
Mon-Khmer languages (Cambodian)	1	0	0.25%
Undetermined	1	0	0.25%
Yao (Mien)	0	1	0.25%

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).