



OAKLAND UNIFIED SCHOOL DISTRICT

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TO: Vincent Matthews, State Administrator  
& Members of the OUSD Board of Education

FROM: Kirsten Vital, Chief of Community Accountability  
David Montes de Oca, Coordinator; Office of Charter Schools

DATE: January 23, 2008

RE: LPS College Park  
Charter Renewal Request Application

**ACTION REQUESTED:**

**Approve** the LPS College Park petition for charter renewal **as revised**, because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included revisions, conditions and deadlines below.

**SUMMARY:**

For the purposes of renewal, LPS College Park has been evaluated based on the following three guiding questions; *Is the school an academic success? Is the school an effective, viable organization?* and *Has the school been faithful to the terms of its charter?* While charter law permits a district to authorize a charter school for up to five years, LPS College Park was provided an initial four year charter term. Due to facility issues during the first year of its term, LPS College Park did not open until August, 2005. Therefore the school is now in its third year as it undergoes renewal. The standards and criteria established by the District for charter renewal, in compliance with California Education Code 47605, have been calibrated to evaluate a charter school in its fifth year. Therefore, this renewal recommendation is the product of evaluating LPS College Park against the OUSD Charter Renewal Standards, with some consideration that the school is in its third year of operation as opposed to its fifth.

**Term Revision Consideration:**

*During the evaluation process of this renewal, staff considered and sought legal analysis as to whether or not the charter term for LPS College Park could be revised to ensure that the operation of the school would reach its fifth year prior to renewal decision-making. The rationale for this consideration is due*

*in part to the opportunity this would allow for the application of standards and criteria in determining the soundness of the school's educational program and the capacity of the school to implement this program against data that would more accurately show trends, the school's added value and achievement growth or decline over sustained periods of time. In addition, it would allow for the ability to assess the school's attainment of all of its proposed measurable pupil outcomes as stated in its charter, given that two outcomes are intended to be obtained by the school in its fifth year.*

*Legal analysis, however deemed that the law as stated, does not allow for the extension of the term as approved regardless of the school's actual years of operation, because the law allows only for the approval of a charter term "...up to five years". When the District established the start date of the LPS College Park charter term as the date of its approval, it enacted a charter term that is now in its fifth year, though the school has only been in operation for three years. Therefore, this renewal recommendation includes the following staff reflection; future charter approvals must take into consideration petitioner capacity to begin operation of the charter within the first year of the charter term, and that the term of the charter approval should consistently be approved for a five year period to ensure adequate data upon which to evaluate the school's performance and hold the school accountable for its results.*

**School Description and Key Program Elements:**

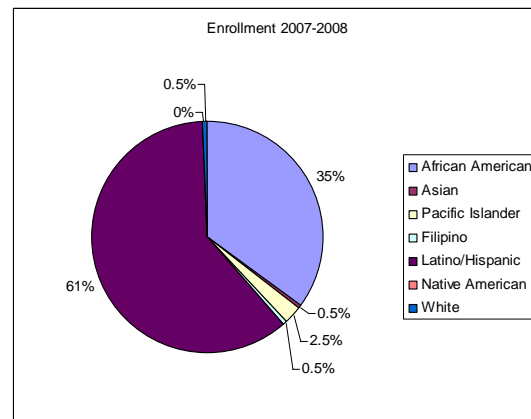
LPS College Park (LPS) is a direct-funded charter school, authorized by Oakland Unified School District on February 25, 2004. LPS currently operates in District 7, in the OUSD attendance boundaries of Parker Elementary, Explore Middle School, Leadership Preparatory Academy, Business and Information Technology High School, East Oakland School for the Arts, and Youth Empowerment High School. LPS opened in fall 2005 after a one year delay in opening. LPS currently serves students in grades 9-11. The following table describes their enrollment growth and projections.

<b>YEAR</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>GRADES</b>	9	9-10	9-11	9-12
<b>ENROLL</b>	97	162	264	342*

\* Data for 2006, 2007, and 2008 based on ADA enrollment reported to OUSD, 2009 based on data submitted for 2008 enrollment projections.

The school's enrollment demographics\* for the 2007-2008 school year are as follows:

<b>ETHNICITY 06-07</b>	
African American	35%
Asian	0.5%
Pacific Islander	2.5%
Filipino	0.5%
Latino/Hispanic	61%
Native American	0%
White	0.5%
<b>SOCIO-ECONOMICS 06-07</b>	
Free/Reduced Lunch Eligibility	92%
<b>SPECIAL NEEDS 07-08</b>	
Students w/ IEP's	4.92%**
Students identified as ELL	34.4%



\* Current year's demographic data provided by the school through the renewal application process.

\*\* IEP data retrieved from data submitted to the District by the school in November, 2007.

The following is a summary of the Key Elements of the LPS College Park program as outlined in their current charter;

### **Mission and Educational Philosophy**

The mission of the LPS College Park is to “get 100% of its students to college.”

### **Education Program Design**

“...effective small school design is based on six pillars:

1) High expectations: rigorous college preparatory academics for all;

◆ Academic Standards.

“...the School adopts the California state standards as our curriculum framework and adds the four school-wide outcomes of Communication, Critical Thinking, Personal Responsibility, Social Responsibility.”

◆ Academic Department and Course Descriptions

“Our academic departments, course descriptions and curricula are designed to meet the needs of our students and prepare them for quality universities and the world of work. They are based on research, the California state standards..., and the University of California approved courses developed at Leadership High School in San Francisco.”

◆ Research-based Instructional Strategies

“...our teachers will use a variety of research-based instructional strategies... These may include, among others:

- Cooperative Learning (working in groups)
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards solution)
- Socratic questioning (detailed oral questioning of students)
- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Experiential learning (group experiences such as Mock Trials, Week Without Walls)”

2) Personalization: personal attention, academic support and multicultural sensitivity;

”This personalization design is intended to promote sustained student relationships with adults and support all learners, including English language learners and Special Education students, and includes the following elements:

- |                            |   |
|----------------------------|---|
| - Small Learning Community | - Learning Style Analysis                                 |
| - Small Classes            | - Multi-culturally Appropriate Curriculum and Instruction |
| - Advisories               | - English Language Learner Support                        |
| - Academic Support Program | - Special Education Support                               |
| - Academic Literacy Class  | - Parent Outreach”  |
| - Counseling Programs      |   |

3) Technology used as a tool for pedagogy, administration, and evaluation;

4) A unique 4-year high school leadership development program for all students

5) A talented staff (rigorously selected for subject matter expertise, collegiality and experience with urban youth) supported by our award-winning professional development program; and

6) Strong parent and community involvement.”

## BACKGROUND:

Under the California Charter Schools Act, authorizers are required to return to the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act. The following excerpt from Section 47605 delineates charter petition approval and denial criteria.

*A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.*

*The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.*
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [required charter elements.]*

### **OUSD Charter Renewal Standards**

Oakland Unified School District has established the following standards and expectations for charter renewal based on the intent of California Charter School Act and the “standards and criteria” outlined above (Education Code Section 47605 d(1))

**The legislature’s intent regarding accountability for charter schools is to:**

- “*Improve Pupil Learning*” Education Code 47601(a)
- “*hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems.*” Education Code 47601(f)

**I) The evaluation of a sound educational program,** for the purposes of charter renewal, is assessed based on the following guiding question:

- ◆ **Is the school an academic success?**

**II) The evaluation of the capacity of the petitioner to successfully implement the program,** for the purposes of charter renewal, is assessed based on the following guiding question:

- ◆ **Is the school is an effective, viable organization?**

**III) Additionally,** for the purposes of the charter renewal, the District assesses the following guiding question:

- ◆ **Has the school been faithful to the terms of its charter?**

Finally, based on the standards and criteria set for in the California Charter Schools Act, petitioners at the time of renewal must submit a charter petition for the subsequent charter term. An evaluation of the petition for a future charter term is evaluated to ensure that:

- A) The petition meets the standards and criteria set forth in Education Code Section 47605.
- B) The petition includes all new laws and regulations relevant to charter schools enacted since the charter was last approved.
- C) Any major amendments to the charter since the last charter term are reviewed, evaluated and incorporated into this staff report.

**Relevant OUSD Board Policy re: Charter Schools**

BP 0420.4 Philosophy, Goals and Objective; Charter Schools

*"Filings that request charter renewal must include, but not be limited to, a reporting of: fiscal accountability systems, public governance systems, multiple measures for evaluating the educational program, and student performance data."*

**Prerequisite for Charter Renewal**

The CA Charter Schools Act establishes a prerequisite for charter renewal (AB1137) that must be met in order for a charter renewal petition to be considered for renewal. Because this prerequisite only applies to a school once it has been in operation for four years, it does not apply to this charter renewal request because LPS College Park is only in its third year of operation.

**Renewal Standard I: Is the school an Academic Success?**

This area is divided into **Outputs** and **Inputs**.

- **Outputs** are the Academic Achievement Levels reached by the school’s students.
- **Inputs** are the Educational Program offered by the school.

A school will be deemed an **Academic Success** if it meets the following **Outputs**:

**1) School has met or made substantial progress towards meeting all of its “Measurable Pupil Outcomes” as stated in its charter**

**AND**

**2) School has achieved at least one of the following:**

A) Attained an API score of 800 or higher the year of its renewal request

**Or**

B) Its performance rates are higher than the traditional schools the students would have otherwise attended.

**Or**

C) Its performance rates are higher than surrounding traditional schools that have similar demographics

**MEASURABLE PUPIL OUTCOMES**

The analysis of the attainment of the Measurable Pupil Outcomes set forth in the LPS College Park charter is as follows:

<b>Measurable Pupil Outcomes set forth in the Charter</b>	<b>Target and Means of Assessment set forth in the charter</b>	<b>Outcome Performance of school</b>
<i>1. Mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility</i>	<i>Graduation Portfolio and Exhibitions graded with public rubrics <b>Benchmark: 100% of Graduates</b></i>	<i>This outcome states that 100% of the students graduating LPS College Park will have successfully completed Graduation Portfolios and Exhibitions graded with public rubrics.  <b><u>OUTCOME:</u></b> <i>LPS College Park does not yet have a 12<sup>th</sup> grade class or a graduating class to evaluate the extent to which the school has attained this target.</i></i>

		<b>Site inspection and interviews with leadership did not evidence the progress towards implementation of this goal.</b>
2. A proficiency in reading and writing	Standardized tests and Integrated Writing Assessments. <b>Benchmark: 70% of School by Year 5</b>	<b>School in Year 3 of operation</b> (See Attachment III)
3. A high ranking on California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the Oakland Unified School District ranking as a norm.	Compare the school's California Academic Performance Index Similar School's rank to the Oakland Unified School District's rankings. <b>Benchmark: 6 out of 10 by Year 5</b>	<b>School in Year 3</b> <u>2006 Similar School:</u> No rank, less than 100 students <u>2007 Similar School:</u> No rank posted yet
4. A high attendance rate using the Oakland Unified School District high schools as a norm.	Compare the school's annual attendance rate to Oakland Unified School District's high school attendance rate. <b>Benchmark: At least 90% attendance at the school.</b>	2006-07 Attendance rate as reported for ADA apportionment: <b>92.2%</b>
5. A low dropout rate using the Oakland Unified School District rate as a norm. Dropouts are defined as those students who were enrolled in the school, left the school before graduation, and did not enroll in another school or institution of learning.	Compare the school's dropout rate as defined in Pupil Outcome Goals to Oakland Unified School District's high school dropout rate. <b>Benchmark: Less than 5% dropout rate at the school.</b>	<b>1.0%</b> drop-out rate for 2005-06 based on the publicly available information from the web-based CDE DataQuest performance data source.

The first Measurable Pupil Outcome; ***Mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility*** was established for evaluation once the school graduates its first class. At the time of renewal the school has not yet enrolled or graduated a Grade 12 class. Because this outcome goal involves the completion of a Graduation Portfolio and Exhibition, there is no data yet to establish whether or not the school has met this goal.

For purposes of this report, analysis of the second stated Measurable Pupil Outcome; ***proficiency in reading and writing*** was conducted by reviewing the performance rates of students, based on the school's English Language Arts Benchmark Assessment: *Action Learning Systems*. This analysis took into consideration the current performance trends and projected possible student outcomes into the school's 5<sup>th</sup> year of operation. This limited analysis suggests a possible range of 58% - 68% proficiency in reading and writing achieved by the school in its 5<sup>th</sup> year of operation. This would establish substantial progress towards meeting its stated goal of 70% proficiency. It is important to note that such analysis is not scientific and performance outcomes are difficult to predict. Nonetheless, this analysis provides some opportunity to evaluate progress towards meeting this goal established for the school's 5<sup>th</sup> year of operation. (See Attachment III)

Due to the small size of the school in its first year and the timeline for *Similar School API Rankings* to be posted by the State for the school in its second year, there is no similar school ranking available for LPS at this time. Therefore, we cannot assess the progress made towards achieving the school's third

Measurable Pupil Outcome; *A high ranking on California Academic Performance Index Similar Schools Rank by the fifth year of the charter using the Oakland Unified School District ranking as a norm.* However we have included the Similar Schools API ranking of the comparison schools in the attached Chart. (See Attachment II: Comparison Similar Schools Ranking)

Based on an analysis of school reported and publicly available school performance data, the school has met its fourth stated Measurable Pupil Outcome; **high attendance rate** by achieving an attendance rate of 92.2% in 2006-07. (See Attachment II: Comparison Attendance Rates).

Based on an analysis of school reported and publicly available school performance data, the school has met its fifth stated Measurable Pupil Outcome; **drop-out rate** by achieving a drop-out rate of 1.0% in 2005-06. (See Attachment II: Comparison Drop-out Rates).

The LPS College Park renewal petition for a future charter term has eliminated the first two Measurable Pupil Outcomes; *proficiency in reading and writing, and mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility*; and replaced them with a single academic performance outcome; *“A positive Ranking on the California Similar Schools Index by the fifth year of the charter using the School District high school ranking as the norm. Benchmark: Scoring at least 6 or higher on the California Academic Performance Similar Schools Index by the fifth year of the charter.”*

It is an expressed concern of staff that, two key academic program goals have been eliminated from the LPS College Park renewal petition; *proficiency in reading and writing, and mastery of school outcomes of Communication, Critical Thinking, Personal Responsibility and Social Responsibility*. The single remaining academic Measurable Pupil Outcome proposed in the LPS College Park renewal petition does not provide for the assessment and monitoring of the students’ academic progress annually, but rather provides only for an evaluation of the school’s progress in the school’s fifth year of its charter term. In addition, this single academic Measurable Pupil Outcome in the LPS renewal petition, coupled with the attendance rate and drop out rate goals, do not provide a reasonably comprehensive description of the *“extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”* CA Education Code; Section 47605(b)(5)(B)

The attached charter text amendments incorporated into this approval states that the school must provide the District, as a condition of approval **a) the addition of a measurable pupil outcomes which explicitly states that the school will meet the annual school-wide proficiency rates in English Language Arts and Mathematics established by the state and federal governments**, b) an academic Measurable Pupil Outcome that can be assessed annually and is reflective of the school’s educational program and goals outlined in its charter and c) clarification that the currently phrased “...positive Ranking on the California Similar Schools Index by the fifth year of the charter...” refers to the 5<sup>th</sup> year of the subsequent charter term.

Additionally, this report recommends that the school establish, in accordance with the OUSD Charter Renewal Standards, Measurable Pupil Outcome targets that provide for the comparison of the charter school’s performance relative to traditional schools with similar demographics, or traditional schools in which the students would have otherwise attended. This may be accomplished through the possible use of a Memorandum of Understanding (MOU) or charter amendment.

## COMPARISON

For the purposes of comparing charter school performance to traditional school performance, the District analyzed:

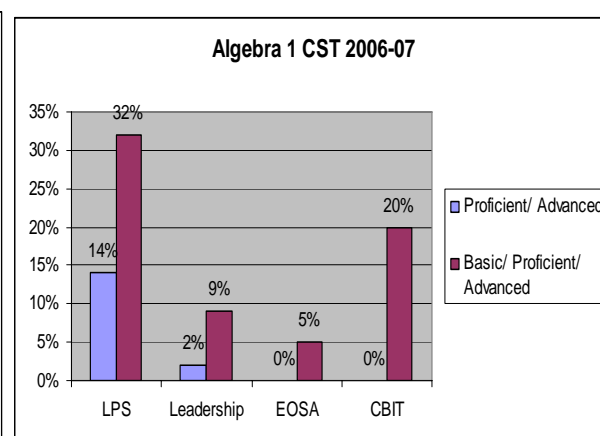
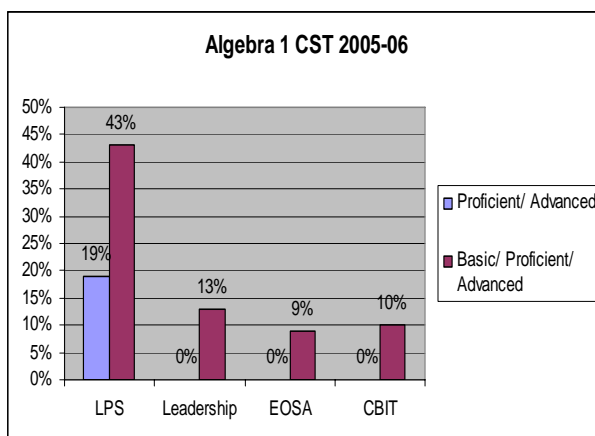
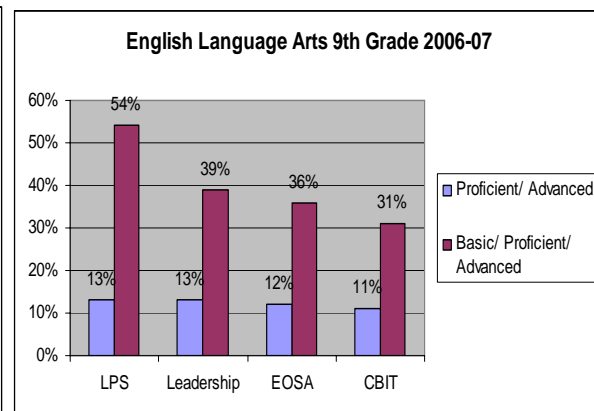
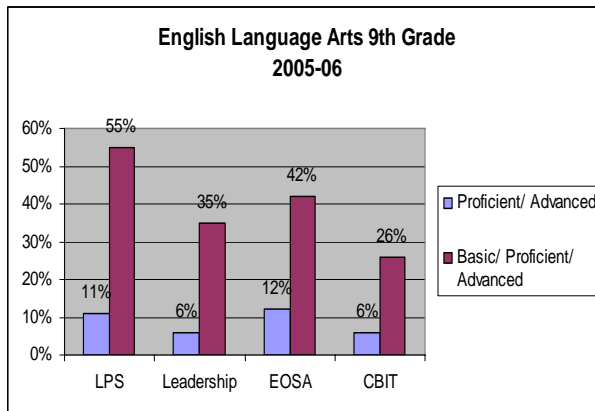
- **CST scores over time**
- **API scores over time**
- **AYP results over time**
- **CELDT performance over time**

In comparing the school's performance rates to the performance rates of the schools the charter students would have otherwise attended, the following schools have been identified as comparison schools based on a majority of the student population currently attending LPS College Park:

- Leadership Preparatory High School (Leadership)
- East Oakland Leadership Academy (EOSA)
- Business and Information Technology High School (CBIT)

An analysis of the performance of the school against the standards set forth above is as follows:  
(See Attachment IV for relevant tables delineating performance results outlined here.)

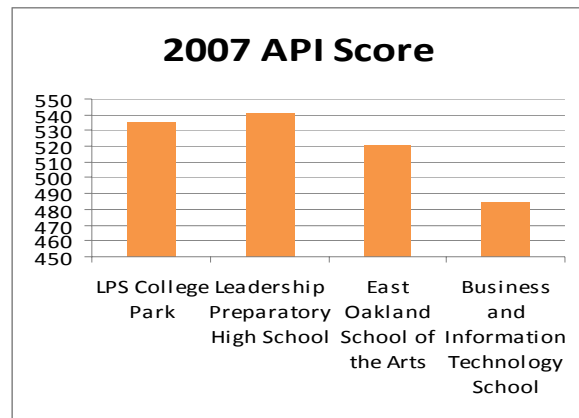
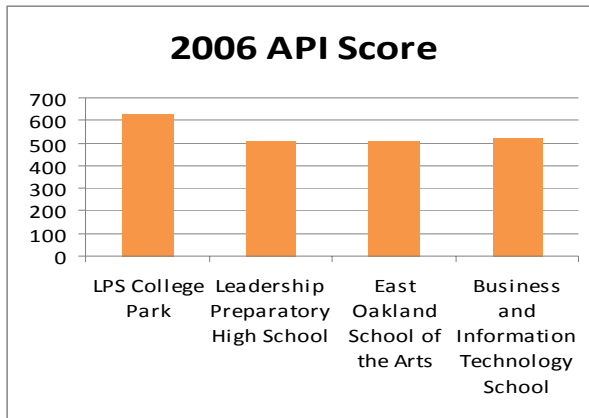
### CST Performance Over Time



LPS College Park student performance over time based on STAR Test results in English Language Arts and Math is **above the median** performance of students attending the traditional schools the students

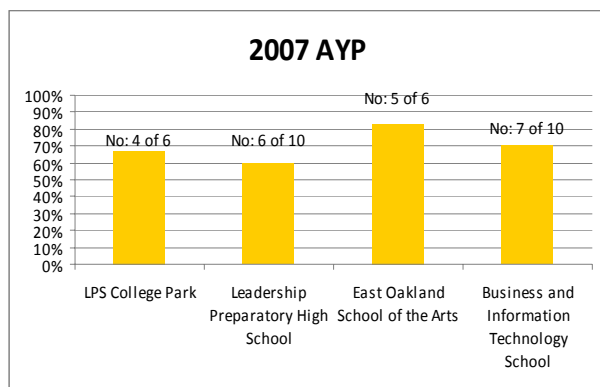
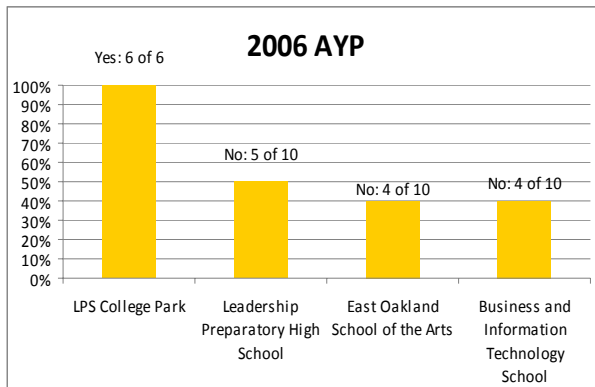
would have otherwise attended, except in 10<sup>th</sup> Grade Geometry (See Attachment IV) where the school performs *below the median*.

**API Performance Over Time**



LPS College Park student performance over time based on California’s Academic Performance Index (API) is **above the median** performance of the traditional schools the students would have otherwise attended, however the LPS API dropped significantly from 2006 to 2007 by 85 points.

**AYP Performance Over Time (AMO’s)**

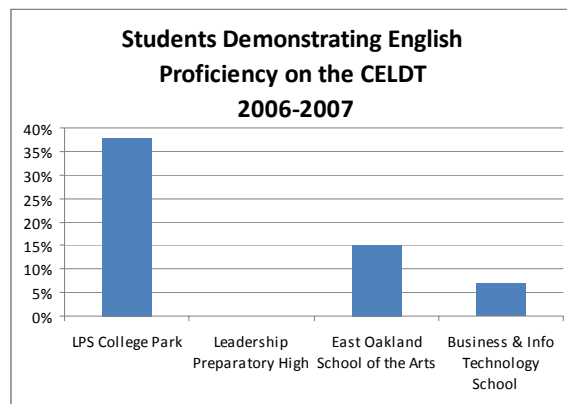


LPS College Park student performance over time based on the Federal Annual Yearly Progress standards (AYP) is **above the median** performance of the traditional schools the students would have otherwise attended, with an average of 83% of its Academic Measurable Outcomes (AMO’s) achieved over time. (See Attachment IV)

**CELDT Performance Over Time \***

LPS College Park student performance at a level of English Proficiency on the CELDT assessment is **above the median** performance of the traditional schools the students would have otherwise attended in 2006-07.

\* The school did not administer the test during the 2005-06 school year.



Overall, based on the OUSD Charter Renewal Standards, LPS College Park is **above the median** academic performance in the criteria outlined above in comparison with the traditional schools their students would have otherwise attended. While the school had a significant drop in API its second year and did not make AYP in its second year, the school **achieved performance rates that were above the median performance rates of its comparison schools** in its CST ELA performance over time and CELDT Redesignation performance and **achieved performance rates that were above the median performance rates of most of its comparison schools** in API results and CST Math performance over time.

## INPUTS

### Charter School Renewal Quality Review

The quality of the school's educational program has been evaluated through a two-day Site Inspection conducted on November 10 and 11, 2007 by a Third-Party Reviewer; Cambridge Education, as well as evaluated through school site inspections conducted concurrently by staff on November 10 and 11, 2007. This inspection evaluated the school's educational program performance against three criteria for the purpose of assessing the school's academic success.

### Criteria 1: Improving Student Achievement

A charter school achieving *proficiency* in this area promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and closing achievement gaps of students.

The following findings and evaluation has been determined for LPS College Park based on an analysis of Criteria 1 (*Excerpt from Third-party Quality Review Report, Attached*):

This area of the school's work is **underdeveloped**, which is scaled as a (3) on a five-point rubric with (4) being *proficient*. ***Proficiency is established as criteria for school's operating in their fifth year.***

*"LPS College Park has the expressed mission of "getting 100% of its students to college" which is well-articulated among the school community though not yet embedded in the culture. Clear, measurable student performance goals to achieve this mission are just now being delineated into more defined targets on benchmarks. [...] A 2006-2007 College Park School Improvement Plan further articulates measurable goals for specific areas of student achievement and for school program improvement; however, there is little evidence to show that the school has fully tracked its current progress on these specific goals.*

*[...] The school dropped by 85 points on its 2007 API growth score to 535 from its 2006 base API of 620 and did not meet its Adequate Yearly Progress (AYP) in the areas of ELA proficiency and the additional indicator of API. There is data, however, that shows that College Park students performed significantly higher than neighboring schools in the Castlemont community on both the 2006 and 2007 STAR, particularly in the areas of Algebra, ELA and World History. The school points to this data to demonstrate the "value-add" of College Park to the east Oakland community. Results from the LPS College Park benchmarks assessment data this year is demonstrating overall student growth in all subject areas from the October 2007 to December 2007 test administrations, but will need to be monitored assess a continuous growth trend throughout the remainder of the year.*

*There is some evidence that some initiatives are taking root. However the school has much further to go. Classroom instruction is uneven and mostly all teacher-driven, limiting student opportunities for students to actively participate in the learning process. [...] The current school culture is not supportive of the*

*college preparatory curriculum LPS College Park envisions for its students. [...] The school recognizes that student leadership development is limited. Although students attend a Leadership Advisory class, the curriculum for this course lacks focus and is inconsistent. Some work has already begun at the CMO level to develop a more consistent and coherent curriculum for leadership development and college preparation for the Advisory class. However, the school and the CMO made a strategic decision to focus first on basic academic preparation and building closer relationships with students through family meetings and celebrating success.”*

### **Criteria 2: Strong Leadership**

The leaders of a charter school achieving *proficiency* in this area are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

The following findings and evaluation has been determined for LPS College Park based on Criteria 2 (*Excerpt from Third-party Quality Review Report; Attached*):

This area of the school’s work is **underdeveloped**, which is scaled as a (3) on a five-point rubric with (4) being *proficient*. ***Proficiency is established as criteria for school’s operating in their fifth year.***

*“All members of the school leadership, the principal, dean of students and the school counselor communicate the mission of the school well. However, the school leadership has been minimally effective in implementing and in putting into practice stated policies and procedures to support an effective learning environment so that students can attain that goal. Negative behaviors and lack of student engagement was addressed at times by administrators and teachers with some individual students one-one-one, but regular and consistent adherence to schoolwide policies is not evident. [...]*

*The school principal has reflected on the challenges of the previous two school years and is working with the LPS CMO home office to implement professional development activities that will support a more rigorous academic curriculum. [...]*

*The principal is now systematically collecting data on students based on performance in the CMO-wide benchmark assessments. Results from the fall (October 2007) administration of the benchmarks have been discussed with individual teachers, and the results of the winter (December 2007) assessments are now being reviewed. Overall, students are showing growth in all subject areas between the two assessment administrations.”*

### **Criteria 3: A Focus on Continuous Improvement**

A charter school achieving *proficiency* in this area engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

The following findings and evaluation has been determined for LPS College Park based on Criteria 3 (*Excerpt from Third-party Quality Review Report; Attached*):

This area of the school’s work is **underdeveloped with proficient features**, which is scaled as a (3) and a (4) on a five-point rubric with (4) being *proficient*. ***Proficiency is established as criteria for school’s operating in their fifth year.***

*“The significant drop in API scores last year coupled with clearer and more specific expectations from the CMO home office has resulted in a much more focused and systematic review and analysis of the LPS College Parks’ student performance and progress this year. Processes and structures have now been put*

*in place to monitor student progress more closely and with the intent to make necessary adjustments for improvements in teaching and learning.*

*The school has not yet developed a comprehensive student progress/monitoring system that would enable it to assess progress and comparison of grades, credit completion, and/or GPA to student performance on benchmark assessments, CAHSEE and STAR. As the use of student data is just beginning, there is little analysis relative to trends in student performance by subgroups nor has the school specifically identified areas for schoolwide focus other than the need to provide more support for EL students in the area of English/Language Arts.*

*The LPS home office is also closely tracking and monitoring the school's performance data on these [LPS internal] benchmarks in comparison with other LPS sites. Based on STAR results from the last school year, the LPS home office has both re-allocated and enhanced support services throughout the LPS network by providing more curriculum support and coaching from the LPS educational team and access to an LPS data coordinator, as well as specifically at the College Park site, a dedicated full-time counselor and future EL support. It is too soon to assess the effectiveness and impact of these additional resources at the school."*

### **Is the school an Academic Success?**

The academic results of LPS College Park in its third year are mixed. Its academic results indicate that over time it has achieved performance rates that are higher than the median performance rates of the traditional schools its students would have otherwise attended in most of the academic standards established in the OUSD Charter Renewal Protocol. At the same time, the over-all performance of students is low. The educational program at LPS College Park is still in its developmental stage. The Third-Party review and Site Inspection conducted by staff makes clear that many of the school's educational program elements will require continued monitoring, as well as the full and successful implementation of its planned initiatives to ensure that the students' academic performance sufficiently advances to achieve the mission of the school. The school must demonstrate quickly that it can establish the behaviors and ethos of a college going culture, consistent with its mission.

Based on an analysis of LPS College Park's performance outcomes and an evaluation of the developmental stage of its educational program following its first two years, a clear determination of its academic success is limited. However, for the purposes of renewal, **the school has met or made progress towards meeting** the three Measurable Pupil Outcomes identified in its charter for which there is sufficient and applicable data. Additionally, **the school has achieved performance rates that are higher than the median performance rates of its comparison schools** in most areas outlined in the OUSD Charter Renewal Standards. Finally, **the school's Educational Program, while evaluated over-all to be underdeveloped in its third year** (*with consideration that the standards are aligned to a school in its fifth year*), **is supported by a clear improvement plan, and a strong Management organization.** Therefore, staff has determined for the purposes of renewal, that the school meets the Academic Success. In order to ensure that the school is making necessary progress to fulfill its promise, Quality Reviews will be conducted annually by District staff to evaluate, monitor and report on the progress of the school in both the development of its educational program and the academic performance of its students.

### **Renewal Standard II: Is the school an Effective, Viable Organization?**

This area is divided into **Responsible Governance** and **Fiscal Accountability**.

The effectiveness and viability of LPS College Park as an organization has been evaluated through a two-day Site Inspection conducted on November 10 and 11, 2007 by a Third-Party Reviewer; Cambridge Education, as well as through school site inspections conducted concurrently by staff on November 10 and 11, 2007. In addition, the performance of the school within these criteria is assessed based on observations, documentation, and other evidence on record with the District over the term of the charter.

#### **Criteria 4: Responsible Governance**

A quality charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

The following findings and evaluation has been determined for LPS College Park based on Criteria 4 (*Excerpt from Third-party Quality Review Report*):

This area of the school's work is **proficient with excellent features**, which is scaled as a (4) and a (5) on a five-point rubric with (4) being *proficient*.

*"LPS College Park is managed by Leadership Public Schools, a public non-profit charter management organization. LPS has a twenty-member board made up of individuals with impressive experience and expertise in business, education, charter schools and fundraising. The board has monthly meetings which are notified at all LPS sites, and a parent and a teacher representative sit as members of the board. All LPS board meetings are held in compliance with the Brown Act.*

*There is good evidence that the LPS administrative team provides regular reports of its schools' progress, including College Park and that the board monitors the performance of its schools. In addition to presentations and analysis of overall student performance on STAR and on benchmark assessments, the principal reports and regular "dashboards," LPS board members are assigned to specific LPS "site support teams" and make occasional site visits to the schools for which they are assigned. [...]*

*The LPS board president has a very clear understanding of his role and the role of the board to accomplish the school mission by providing strategic direction and fiscal management and support. There is also recognition by the board that LPS College Park, as a site, is still in the early stages of working to accomplish the broader LPS mission. Because of this, the CMO has been putting more focused attention to assisting the school to become more successful."*

#### **Criteria 5: Fiscal Accountability**

A quality charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

The following findings and evaluation has been determined for LPS College Park based on Criteria 5 (*Excerpt from Third-party Quality Review Report*):

This area of the school's work is **proficient with excellent features**, which is scaled as a (4) and a (5) on a five-point rubric with (4) being *proficient*.

*"The LPS board and management team work to closely to effectively monitor the financial plans of Leadership Public Schools as well as the specific budget at each school site through a formal budget process that adheres to required timelines. [...] Various check points are made throughout the year on expenditures and attendance to make sure that the school is adhering to its adopted budget.*

*The LPS adheres to the audit requirements in law for charter schools, and audits are performed in accordance with Government Auditing Standards. Audit reports for the past two fiscal years show no exceptions or significant deficiencies and delineate income and expenditures by school site. [...] Currently, the classrooms have adequate supplies and materials to support the curriculum, though more enrichment and academic support is needed to fully accomplish the LPS's mission and goals. These include extracurricular activities such as art, music, student clubs and an athletics program, all of which are envisioned to develop well-rounded student leaders who are prepared to succeed in college."*

### **Is the school an Effective, Viable Organization?**

The following is taken from the Third-Party Quality Review; *"LPS College Park is an effective, viable organization because of its support from the LPS CMO Home Office. The school receives good services from the LPS network which provides fiscal, operational and programmatic support. The LPS CMO has a strong board and knowledgeable leadership team who are determined to realize the LPS mission. Because of this, the school manages its budget well and has been able to leverage additional personnel to work with and support its students."*

Staff concurs that the school has demonstrated that it has met the criteria necessary to be deemed an Effective, Viable Organization for the purposes of charter renewal.

### **Renewal Standard III: Has the school been faithful to the terms of its charter?**

Through the Charter School Renewal Quality Review (CSRQR) process as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

The following findings and evaluation has been determined for LPS College Park based on Renewal Standard III:

*The following is taken from the Third-Party Quality Review; "LPS College Park has met the terms of its charter in the areas of governance and fiscal accountability and compliance. It is still developing in terms of meeting its mission of preparing students to succeed in college and developing effective student leaders. The school is currently serving a targeted population of diverse and traditionally underserved students and has, for some of them, started to make them think about attending college once they graduate from high school. Its success in getting students to college can not yet be measured as the school has not had a graduating class nor does it not yet have seniors. Evidence gathered on the school's academic performance thus far, however, indicates that the school may still be far from providing its students academic and leadership skills necessary for college and beyond."*

*The LPS Six Pillars of School Design: high expectations, significant support, student leadership, talented staff parent and community involvement and focus on student results exist at LPS College Park but are only in the very early stages of development."*

Staff has reviewed the school and deemed that LPS College Park has been compliant in its regulatory elements under its charter term. The school is not yet fulfilling the program goals outlined in its charter;

however the initiatives outlined in its improvement plan do align with the areas of need identified for the school.

### **RECOMMENDATION:**

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for LPS College Park because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This approval is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)*). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)*).

This report recommends that the Oakland Unified School District State Administrator approve the charter renewal petition for LPS College Park for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2008 and expire on June 30, 2013. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

The petition contains 18 signatures from teachers meaningfully interested in continuing to teach at LPS College Park, which meets the statutory filing requirement, and the charter contains all of the required affirmations. Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the State Administrator approve the LPS College Park petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter (*Education Code §47607(c)(1)*). The State Administrator's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

Attachment I: Charter Text Revisions

Attachment II: Measurable Pupil Outcome Comparison Data

Attachment III: Reading and Writing Proficiency Projections

Attachment IV: Comparison Schools Data

Attachment V: SUMMARY: OUSD Renewal Protocol: LPS College Park

Attachment VI: Charter School Renewal Quality Review

**ATTACHMENT I - CHARTER TEXT REVISIONS:** The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than 5pm on Friday, February 15, 2008.

Charter Text	Text Reference	Required Revision
“Students can apply for a waiver from the LPS on a case by case basis.”	Page 18	As revised for clarification: “ <i>Students can apply for a waiver from the LPS <u>requirements</u> on a case by case basis.</i> ”
“LPS and the charter authorizer agree to measure the success of the school by the following pupil outcomes:”	Page 19	As revised: “ <i>LPS and the charter authorizer agree to <u>consider a measure of the success of the school</u> <del>by</del> <u>to include</u> the following pupil outcomes:</i> ” The District has developed a comprehensive set of standards and expectations for the evaluation of a charter school’s success, consistent with the California Charter Schools Act, for which the prior language does not consider.
<b>Measurable Pupil Outcomes</b>	<b>Page 19, 20</b>	<b>By February 15, 2008 submission of revised charter, the Measurable Pupil Outcomes section of the charter must be revised to the satisfaction of the District to include the following:</b> <b>A) add “Each year the school will meet or exceed the required annual school-wide proficiency rates in English Language Arts and Mathematics pursuant to federal NCLB laws, as measured by annual statewide testing, as well as meet or exceed the school’s annual API growth targets required by the state and federal government.”</b> <b>B) incorporate an academic Measurable Pupil Outcome and target that can be assessed annually which reflects the educational program and goals outlined in the charter,</b> <b>C) revise text to state “...positive Ranking on the California Similar Schools Index by the fifth year of the charter term...”</b>
“Benchmark: 6 out of 10 by Year 5”	Page 20 (table)	As revised: “ <i>Benchmark: 6 out of 10 by Year 5 <u>of the charter term</u></i> ”
Legal Issues, Governance, and Parental Involvement	Page 24	Pursuant to OUSD Board Policy for charter schools; an approved charter must include a reasonably comprehensive description of the school’s parent complaint system. By February 15, 2008 submission of revised charter, an adequate description of the school’s parent complaint system must be included.
“Consistent with the intent of the charter law, LPS will strive to ensure	Page 28	As revised: “ <i>Consistent with the intent of the charter law, LPS will strive to ensure that the</i>

<p>that the student population at the school roughly represents the population of the Oakland Unified School District...”</p>		<p><i>student population at the school <del>roughly represents</del> is reflective of the population of the Oakland Unified School District...”</i>  Amended to more closely and appropriately align with the statute, CA Education Code 47605(b)(5)(G) <i>The means by which the school will achieve the racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.</i></p>
<p>“Preferences in the lottery shall be given in the following order:  1. Siblings of enrolled students.  2. Children of LPS staff  3. Students who reside within Oakland Unified School District”</p>	<p>Page 29</p>	<p>Remove “<i>Children of LPS staff</i>” from the text as this preference must first be adequately reviewed and considered by the District prior to approval, pursuant to EC 47605 (d)2)(B) ...<i>Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i>  Amendment requests to this section may be submitted or additional preferences outlined in a possible Memorandum of Understanding (MOU).</p>
<p>“LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas).”</p>	<p>Page 29</p>	<p>As revised: “<i>LPS may also add enrollment preferences specifically required by charter school facility subsidy programs such as SB 740 and state bond programs (e.g., preferences for specific attendance areas) as approved by the District in advance.</i>”  EC 47605 (d)2)(B) ...<i>Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i></p>
<p>“An annual independent financial audit will be conducted by a certified public accountant with educational finance experience and will use generally accepted accounting principles.”</p>	<p>Page 30</p>	<p>As revised: “<i>An annual independent financial audit will be conducted by a certified public accountant with educational finance experience that is listed as approved by the State Controller, and will use generally accepted accounting principles.</i>”</p>
<p>“LPS and the charter authorizer agree to negotiate in good faith to continue or revise the current Memorandum of Understanding that establishes the specific financial and service relationship between the parties. This Memorandum of Understanding will accomplish the following, among other things:”</p>	<p>Page 31</p>	<p>As revised: “<i>LPS and the charter authorizer agree to <del>negotiate in good faith to continue or revise the current</del> consider a Memorandum of Understanding that establishes the specific financial and service relationship between the parties. This Memorandum of Understanding <del>will</del> would accomplish the following, among other things:</i>”  The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.</p>

Element J: Pupil Suspension and Expulsion	Pages 32-33	Replace all instances in this section where the term “ <i>involuntary transfer</i> ” is used or referenced with the term “ <i>expelled</i> ” as this is the term used for this action outlined in the <i>supplemental materials</i> provided by the petitioner as stated in the charter.
“It is agreed that the School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocation actions are taken.”	Page 34	As revised: “ <i>It is agreed may be considered that the School will may have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will may be given before any conditions are given or potential charter revocation actions are taken.</i> ” The District intends to adhere to applicable laws as well as the guidelines set forth in the CA Education Code with respect to disputes and/or charter revocation procedures.
“The OUSD Board of Education and/or Superintendent agree to inform the CEO of LPS and the Principal of the School if they are contacted regarding a conflict at the School and to refer the involved parties to the School’s Community Complaint Procedures. Matters unable to be resolved by the District Superintendent or designee and Leadership will be resolved as agreed to in a Memorandum of Understanding.”	Page 34	As revised: “ <del>The OUSD Board of Education and/or Superintendent</del> District agrees to inform the CEO of LPS and the Principal of the School if they are contacted regarding a conflict at the School and to refer the involved parties to the School’s Community Complaint Procedures. Matters unable to be resolved by the District Superintendent or designee representative and Leadership Public Schools will may be resolved as agreed to in a Memorandum of Understanding.” The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.
“In a Memorandum of Understanding, the authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.”	Page 36	As revised: “ <i>In a Memorandum of Understanding, the authorizing entity and the charter school will may agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will may include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a period of time as required by law.</i> ” The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.
“LPS will commence an independent audit of the school as soon as	Page 37	As revised: “LPS will commence an independent audit of the school as soon as practicable, or at

<p>practicable, or at least within 60 days after the closure of the school.”</p>		<p>least within 60 days after the closure of the school, <u>to be completed within 6 months of the closure date.</u>”  Amended to be <i>aligned</i> with applicable law: Title 5 California Code of Regulations Sections 11962 and 11962.1,</p>
<p>School Closure</p>	<p>Page 35-37</p>	<p>Charter text must “...identify the funding to pay for the [closure] activities.” Applicable law: Title 5 California Code of Regulations Sections 11962 and 11962.1,  By February 1, 2008 submission of revised charter, a reference must be included to identify the funding source of the school’s closure activities.</p>
<p>“The charter requirement for teacher and/or parent signatures is not required for renewal of a charter.”</p>	<p>Page 38</p>	<p>Remove: <i>“The charter requirement for teacher and/or parent signatures is not required for renewal of a charter.”</i>  The District retains the authority to grant renewals pursuant to CA Education Code, Section 47607(a)(2) <i>Renewals and material revisions of charters shall be governed by the standards and criteria in Section 47605, and shall include, but not be limited to a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.</i></p>

**ATTACHMENT II**

Measurable Pupil Outcomes

**Comparison Similar Schools API Ranking**

	<b>LPS College Park</b>	<b>Leadership Preparatory</b>	<b>East Oakland School, (EOSA)</b>	<b>Business &amp; Info Tech (CBIT)</b>
2005-06*	<i>Not enough students</i>	3	1	1

\* 2006-07 Similar Schools Ranking is currently unavailable

**Comparison Attendance Rate**

	<b>LPS College Park</b>	<b>Leadership Preparatory</b>	<b>East Oakland School, (EOSA)</b>	<b>Business &amp; Info Tech (CBIT)</b>	<b>Outcome (Comparison)</b>
2006-07	<b>92.2%</b>	85.5%	92.0%	88.9%	<b>Above Median</b>

**Comparison Drop-out Rate**

	<b>LPS College Park</b>	<b>Leadership Preparatory</b>	<b>East Oakland School, (EOSA)</b>	<b>Business &amp; Info Tech (CBIT)</b>	<b>Outcome (Comparison)</b>
2005-06*	<b>1.0%</b>	3.8%	0.6%	6.6%	<b>Above Median</b>

\* This rate is based on the “1 year Drop-Out Rate 9-12” from the CDE DataQuest web-based information available for the 2005-06 school year. 2006-07 Drop-Out rate data is currently unavailable.

### ATTACHMENT III

LPS College Park performance data for analysis of the school's progress towards meeting its Measurable Pupil Outcome: **“Proficiency in reading and writing.”**

Analysis conducted based on LPS internal assessments using *Action Learning Systems (ALS)*.

<b><i>LPS Benchmark Results 9<sup>th</sup> Grade ELA 06-07</i></b>	
<b><i>Growth:</i></b>	
<i>Oct. 06:</i>	<b><i>6% Prof. or above</i></b>
<i>Dec. 06:</i>	<b><i>17% Prof. or above</i></b>
<i>Feb. 07:</i>	<b><i>16% Prof. or above</i></b>
<i>Apr. 07:</i>	<b><i>19% Prof. or above</i></b>
<b><i>LPS Benchmark Results 10<sup>th</sup> Grade ELA 06-07</i></b>	
<b><i>Growth:</i></b>	
<i>Oct. 06:</i>	<b><i>8% Prof. or above</i></b>
<i>Dec. 06:</i>	<b><i>13% Prof. or above</i></b>
<i>Feb. 07:</i>	<b><i>13% Prof. or above</i></b>
<i>Apr. 07:</i>	<b><i>23% Prof. or above</i></b>

<b><i>LPS Benchmark Results 9<sup>th</sup> Grade ELA 07-08</i></b>	
<b><i>Decline:</i></b>	
<i>Oct. 07</i>	<b><i>18% Prof. or above</i></b>
<i>Dec. 07</i>	<b><i>9% Prof. or above</i></b>
<b><i>LPS Benchmark Results 10<sup>th</sup> Grade ELA 07-08</i></b>	
<b><i>Growth:</i></b>	
<i>Oct. 07</i>	<b><i>6% Prof. or above</i></b>
<i>Dec. 07</i>	<b><i>18% Prof. or above</i></b>
<b><i>LPS Benchmark Results 11<sup>th</sup> Grade ELA 07-08</i></b>	
<b><i>Growth:</i></b>	
<i>Oct. 07</i>	<b><i>24% Prof. or above</i></b>
<i>Dec. 07</i>	<b><i>29% Prof. or above</i></b>

In order to provide adequate evaluation of the extent to which LPS College Park has met or made substantial growth towards meeting their **second Measurable Pupil Outcome; Proficiency in reading and writing**, the following chart outlines the possible trajectory of performance by the school based on the following assumptions:

1. LPS performance for 2006-07 of **9<sup>th</sup> Grade** students indicate students improved by **13%** based on assessments given from October through April in the same year.
2. If LPS makes consistent progress each year, by which the same cohort of students experience a performance increase at a rate of **13%** each year, the school may be predicted to achieve the following proficiency rates in its **5<sup>th</sup> year of operation**.
3. This analysis is in no way exact and cannot accurately predict performance

	<b><i>2005-06</i></b>	<b><i>2006-07</i></b>	<b><i>2007-08</i></b>	<b><i>2008-09</i></b>	<b><i>2009-10</i></b>
<b><i>LPS ELA Benchmark Assessment 9<sup>th</sup> Grade</i></b>	<i>No Benchmark assessments conducted this year.</i>	<i>Oct. – Apr. Average growth 13% growth</i>	<i>Oct. – Apr. Average growth 13% growth</i>	<i>Oct. – Apr. Average growth 13% growth</i>	<i>Oct. – Apr. Average growth 13% growth</i>
<b><i>Baseline from Apr. 2007 rate</i></b>		<b><i>19% proficiency</i></b>	<b><i>32% proficiency</i></b>	<b><i>45% proficiency</i></b>	<b><i>58% proficiency</i></b>

1. LPS performance for 2006-07 of **10<sup>th</sup> Grade** students indicate students improved by **15%** based on assessments given from October through April in the same year.
2. If LPS makes consistent progress each year, by which the same cohort of students experience a performance increase at a rate of **15%** each year, the school may be predicted to achieve the following proficiency rates in its **5<sup>th</sup> year of operation**.
3. This analysis is in no way exact and cannot accurately predict performance

	<b><i>2005-06</i></b>	<b><i>2006-07</i></b>	<b><i>2007-08</i></b>	<b><i>2008-09</i></b>	<b><i>2009-10</i></b>
<b><i>LPS ELA Benchmark Assessment 10<sup>th</sup> Grade</i></b>	<i>No Benchmark assessments conducted this year.</i>	<i>Oct. – Apr. Average growth 15% growth</i>	<i>Oct. – Apr. Average growth 15% growth</i>	<i>Oct. – Apr. Average growth 15% growth</i>	<i>Oct. – Apr. Average growth 15% growth</i>
<b><i>Baseline from Apr. 2007 rate</i></b>		<b><i>23% proficiency</i></b>	<b><i>38% proficiency</i></b>	<b><i>53% proficiency</i></b>	<b><i>68% proficiency</i></b>

**ATTACHMENT IV**

Performance Data for the purposes of evaluating the renewal of the LPS College Park charter.

**CST Performance Over Time**

<b>2006 STAR 9<sup>th</sup> Grade English Language Arts</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>11%</b>	6%	12%	6%	<b>Above Median</b>
Basic/ Proficient/ Advanced	<b>55%</b>	35%	42%	26%	<b>Above Median</b>
<b>2007 STAR 9<sup>th</sup> Grade English Language Arts</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>13%</b>	13%	12%	11%	<b>Above Median</b>
Basic/ Proficient/ Advanced	<b>54%</b>	39%	36%	31%	<b>Above Median</b>
<b>2006 STAR Algebra</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>19%</b>	0%	0%	0%	<b>Above Median</b>
Basic/ Proficient/ Advanced	<b>43%</b>	13%	9%	10%	<b>Above Median</b>
<b>2007 STAR Algebra</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>14%</b>	2%	0%	0%	<b>Above Median</b>
Basic/ Proficient/ Advanced	<b>32%</b>	9%	5%	20%	<b>Above Median</b>

**Additional Comparison Data:**

<b>2007 STAR 10<sup>th</sup> Grade English Language Arts</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>6%</b>	4%	4%	3%	<b>Above Median</b>
Basic/ Proficient/ Advanced	<b>38%</b>	31%	25%	20%	<b>Above Median</b>
<b>2007 STAR Geometry</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>0%</b>	0%	0%	0%	N/A
Basic/ Proficient/ Advanced	<b>4%</b>	9%	5%	8%	<b>Below Median</b>

**API Performance Over Time**

<b>2006 API</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>630</b>	513	508	526	<b>Above Median</b>
<b>2007 API</b>					
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
Proficient/ Advanced	<b>535</b>	541	521	485	<b>Above Median</b>

**AYP Performance Over Time (AMO's)**

<b>2006 AYP</b>					<b>Outcome</b>
	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	
AMO's	<b>YES : 6 of 6</b>	NO : 5 of 10	NO : 4 of 10	NO : 4 of 10	
<b>2007 AYP</b>					
AMO's	<b>NO : 4 of 6</b>	NO : 6 of 10	NO : 5 of 6	NO : 7 of 10	
AMO's Averages	<b>83%</b>	55%	61.5%	55%	

**CELDT Redesignation (English Proficiency) Results**

<b>2006 CELDT</b>					
English Proficiency	<b>LPS</b>	<b>Leadership</b>	<b>EOSA</b>	<b>CBIT</b>	<b>Outcome</b>
	<b>38%</b>	0%	15%	7%	<b>Above Median</b>

ATTACHMENT V: SUMMARY: OUSD Renewal Protocol: LPS College Park

**I. Is the school an Academic Success?**

*Has the school met or made substantial progress towards meeting its Measurable Pupil Outcomes?*

<b>1 Proficiency in reading and writing</b>	Preliminary projection positive	Progress towards meeting
<b>2 Attendance Rate</b>	92.2%	Met
<b>3 Drop-out Rate</b>	1.0%	Met
4 Grad. Portfolio & Exhibition	Analysis suggests possible, but not applicable	
5 Similar Schools API	Analysis suggests likely, comparison schools are ranked 3, 1, 1	

*Are the performance rates of the school on the following criteria higher than the performance of the traditional schools the students would have otherwise attended?*

2006 & 2007 STAR 9 <sup>th</sup> Grade ELA	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	12.5%	9.5%	12%	8.5%	Above Median
Basic/ Proficient/ Advanced	54.5%	37%	39%	28.5%	Above Median
2006 STAR Algebra	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	16.5%	1%	0%	0%	Above Median
Basic/ Proficient/ Advanced	37.5%	11%	7%	15%	Above Median
2007 STAR 10 <sup>th</sup> Grade ELA	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	6%	4%	4%	3%	Above Median
Basic/ Proficient/ Advanced	38%	31%	25%	20%	Above Median
2007 STAR Geometry	LPS	Leadership	EOSA	CBIT	
Proficient/ Advanced	0%	0%	0%	0%	N/A
Basic/ Proficient/ Advanced	4%	9%	5%	8%	Below Median
2006 & 2007 API	LPS	Leadership	EOSA	CBIT	
2006	630	513	508	526	Above Median
2007	535	541	521	485	Above Median
2006 AYP	LPS	Leadership	EOSA	CBIT	
AMO's Averages	83%	55%	61.5%	55%	Above Median
2006 CELDT	LPS	Leadership	EOSA	CBIT	
English Proficiency	38%	0%	15%	7%	Above Median

*To what extent has the school been evaluated within Criteria 1, Criteria 2, and Criteria 3 set forth in the OUSD Charter School Renewal Quality Review (CSRQR)?*

<b>1. Improving Student Achievement</b>	3 <sup>rd</sup> year school, based on a 5 <sup>th</sup> year standard.	Underdeveloped
<b>2. Strong Leadership</b>	3 <sup>rd</sup> year school, based on a 5 <sup>th</sup> year standard.	Underdeveloped
<b>3. A Focus on Continuous Improvement</b>	Foundation to improve 1 & 2	Underdeveloped, Proficient feat.

**II. Is the school an Effective, Viable Organization?**

*This area is divided into Responsible Governance and Fiscal Accountability.*

<b>4. Responsible Governance</b>	Foundation to improve 1 & 2	Proficient, Excellent features
<b>5. Fiscal Accountability</b>	Foundation to improve 1 & 2	Proficient, Excellent features

**ATTACHMENT VI: Charter School Renewal Quality Review**