

# **Alameda Community Learning Center Charter Renewal Petition: Findings and Recommendations**

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**November 12, 2019**

# In a Nutshell

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- Staff recommends renewal
- Based on the renewal petition, site visit findings, board, leadership, parent, and staff interviews, staff has found that:
  - School has a clearly articulated mission and vision emphasizing a self directed project based learning model
  - Based on academic results and classroom instruction observations, measured alone, clearly warrants renewal
  - Parents and other stakeholders support the school at all levels
  - School's finances are solid
  - School has sufficient internal oversight

# Renewal Petitions: Process

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- Renewal process:
  - Per Ed Code, primary criterion is academic performance
  - Review all areas of schools (academics, finance, compliance, charter language) by variety of AUSD offices (Teaching & Learning, Special Ed, Finance, Legal)
- Materials considered:
  - Petition; SBAC/Dashboard data; LCAP; policies; interviews with board, leadership, staff, parents, students; site visit observations; budget; audit reports; enrollment data; special education/SELPA data; AUSD staff observations from throughout charter term

# Renewal Standard

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- Renewal petitions are governed by the same basic standard as initial petitions, but with additional threshold showing.
- Threshold showing: charter school must show demonstrated academic performance “at least equal” to comparable district schools. (EC 47607(b))
  - Comparable schools are the District schools charter students would otherwise have attended and those with similar student populations to the population served by the Charter school.
- Schools making threshold showing are then evaluated across the board; emphasis still on academic performance:
  - “The authority that granted the Charter shall consider increases in pupil academic achievement for all groups of pupils served by the Charter school as the most important factor in determining whether to grant a Charter renewal.” (EC 47607(a)(3)(A))

# Renewal Standard

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- Essentially, if a school has satisfactory pupil achievement, there is a presumption that the petition must be approved
- To overcome presumption, there must be a finding that:
  - The Charter school presents an unsound educational program for the pupils to be enrolled in the charter school, or
  - The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, or
  - The petition does not contain reasonably comprehensive descriptions of its academic, financial, and compliance programs
- Findings must be specific, written, and supported by substantial evidence

# AUSD Review Questions

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- Is the school academically sound?
- Is the school an effective, viable organization?
- Has the school been faithful to the terms of its charter?
- Are the school's plans for a future charter term reasonably comprehensive?

# AUSD Review Rubric

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- AUSD uses criteria set out in attached rubric to measure adherence to standards:
  - Improving Student Achievement
  - Strong Leadership and Responsible Governance
  - Focus on Continuous Improvement
  - Fiscal Accountability
- Criteria subdivided into specific areas of focus
  - Graded on 5-point scale (1/Unsatisfactory, 2/Inadequate, 3/Underdeveloped, 4/Proficient, 5/Excellent)
  - Score of 3 or above required for renewal recommendation

# Alameda Community Learning Center: The Basics

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- First year of instruction in 1992
- Charter renewed for 5 years in 2015
- 6-12 school managed by CLCS Executive Director, and Lead Facilitator
- Overseen by same governing board as Alameda Community Learning Center (Nea)
  - Nea serves grades K-12
- Shares Woodstock site with Nea; schools have long-term agreement to use facility



# Alameda Community Learning Center: The Basics

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Currently enrolls 586 students 6-12

354 (60%) Alameda residents

ACLC 19-20	Alameda Resident	Non-Resident	Total	Resident %
6	28	32	60	47%
7	9	32	41	22%
8	16	14	30	53%
9	23	29	52	44%
10	19	33	52	37%
11	6	27	33	18%
12	6	14	20	30%
Total	354	232	586	60%

# Threshold Showing: Demographics and Comparable Schools

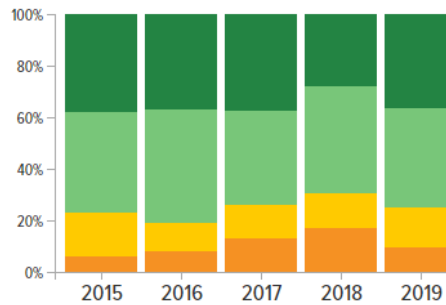
	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Alameda Community Learning Center	351	7.7%	0%	20.5%	5.7%	13.4%	0%	35%	9.4%	8.3%
Encinal Jr. & Sr. High School	1,261	12.2%	0.5%	21.7%	11.3%	16.2%	1.3%	28.3%	7.9%	0.6%
Alameda High School	1,767	5.0%	0.1%	38.4%	6.1%	12.6%	0.6%	30.5%	6.2%	0.5%
Alameda Unified	11,260	7.3%	0.2%	25.3%	6.1%	17.4%	0.6%	28.8%	11.6%	2.6%

# Threshold Showing: 2018-19 SBAC Data

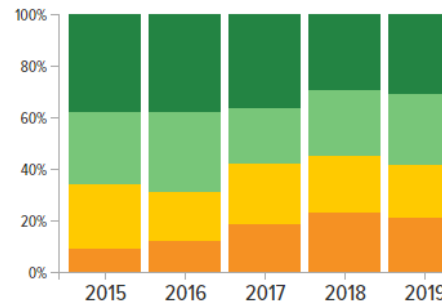
## OVERALL TEST RESULTS

■ Standard Not Met 
 ■ Standard Nearly Met 
 ■ Standard Met 
 ■ Standard Exceeded

### ENGLISH LANGUAGE ARTS RESULTS



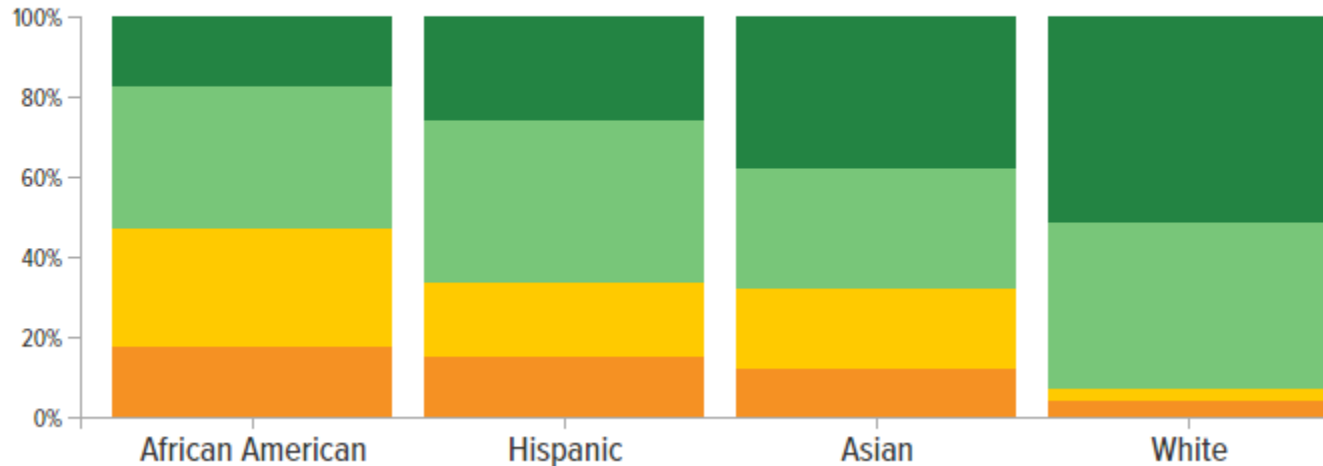
### MATH RESULTS



Subject	Standard Not Met 2019	Chg. From 2018	Standard Nearly Met 2019	Chg. From 2018	Standard Met 2019	Chg. From 2018	Standard Exceeded 2019	Chg. From 2018
English	9.72%	-7.11%	15.28%	+1.42%	38.43%	-2.66%	36.57%	+8.35%
Math	20.93%	+0.0%	20.47%	-1.64%	27.44%	+2.31%	31.16%	+1.51%

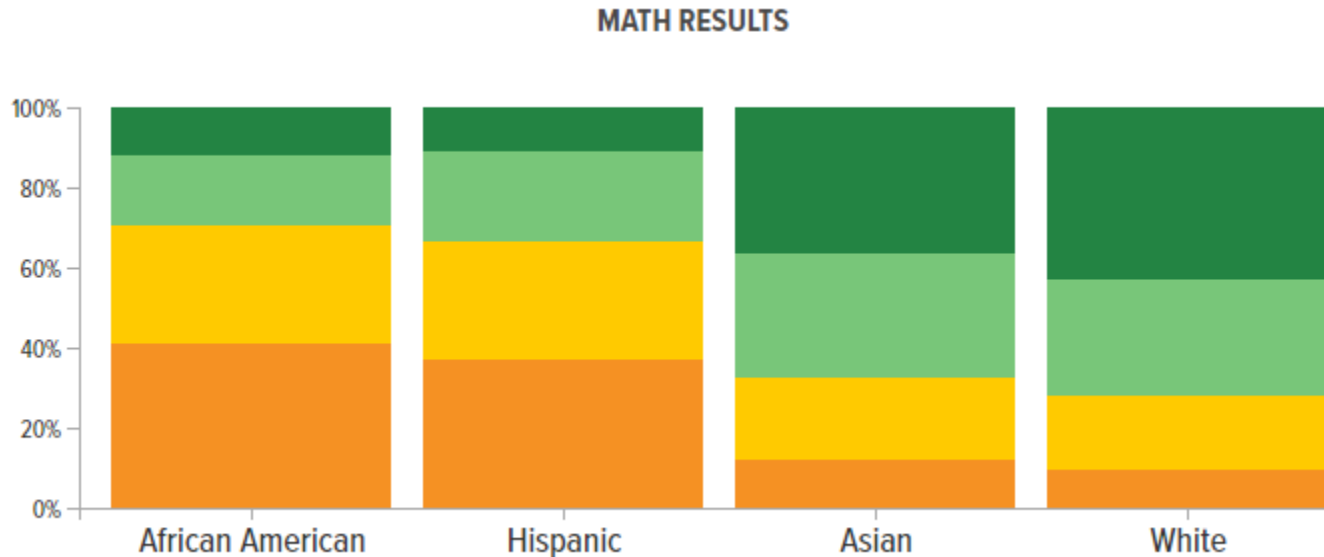
# Threshold Showing: 2018-19 SBAC Data

ENGLISH LANGUAGE ARTS RESULTS



Race/Ethnicity	English: Standard Not Met	English: Standard Nearly Met	English: Standard Met	English: Standard Exceeded
White	4.17%	2.78%	41.67%	51.39%
Hispanic	14.81%	18.52%	40.74%	25.93%
African-American	17.65%	29.41%	35.29%	17.65%
Asian	12.0%	20.0%	30.0%	38.0%

# Threshold Showing: 2018-19 SBAC Data

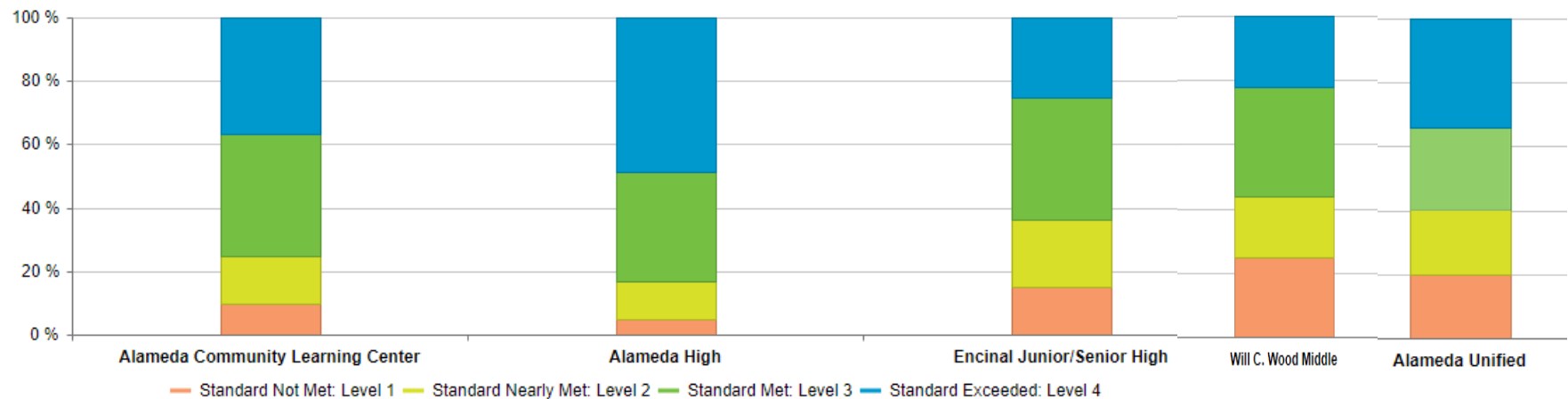


Race/Ethnicity	Math: Standard Not Met	Math: Standard Nearly Met	Math: Standard Met	Math: Standard Exceeded
White	9.72%	18.06%	29.17%	43.06%
Hispanic	37.04%	29.63%	22.22%	11.11%
African-American	41.18%	29.41%	17.65%	11.76%
Asian	12.24%	20.41%	30.61%	36.73%

# Threshold Showing: SBAC ELA Results

## ENGLISH LANGUAGE ARTS/LITERACY

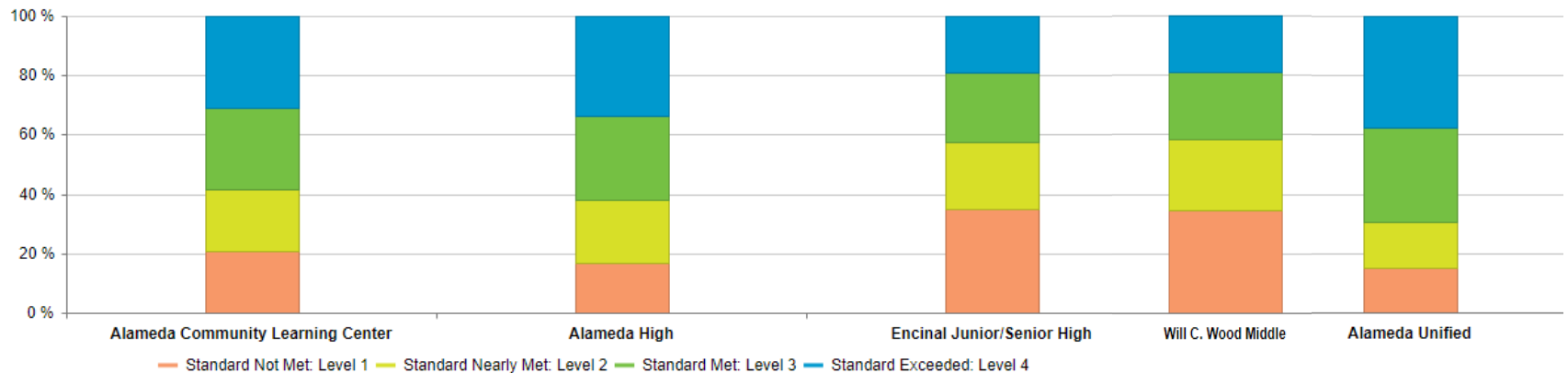
2018–19 Achievement Level Distribution - All Grades



# Threshold Showing: SBAC Math Results

## MATHEMATICS

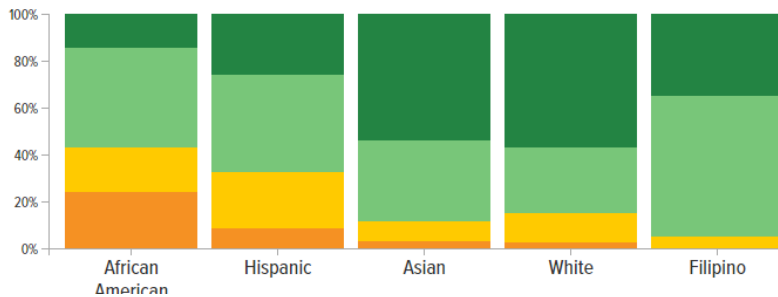
2018–19 Achievement Level Distribution - All Grades



# Threshold Showing: SBAC ELA Results

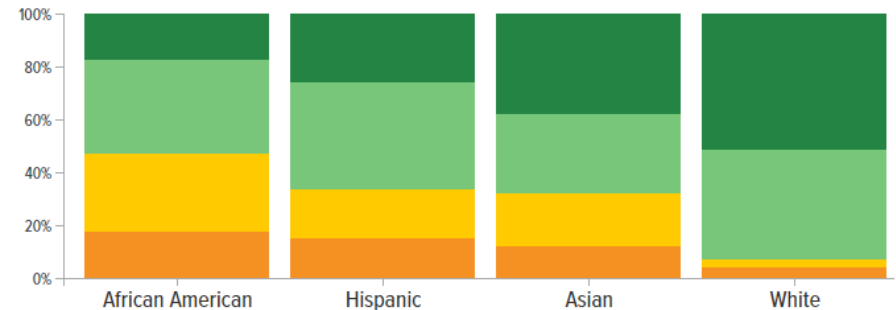
Alameda High School

ENGLISH LANGUAGE ARTS RESULTS



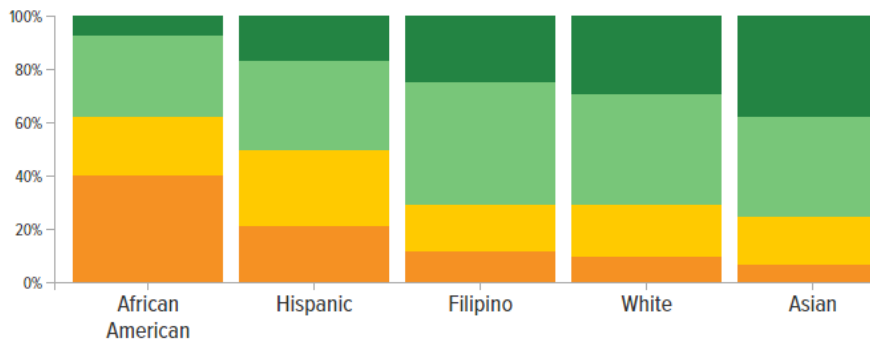
ACLC

ENGLISH LANGUAGE ARTS RESULTS



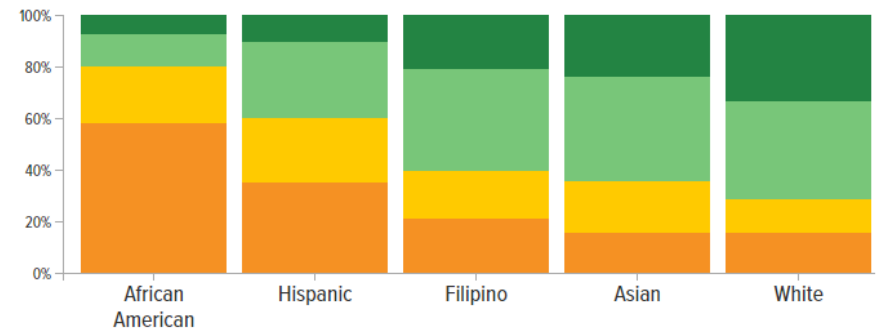
Encinal Jr./Sr. High

ENGLISH LANGUAGE ARTS RESULTS



Will C. Wood Middle School

ENGLISH LANGUAGE ARTS RESULTS

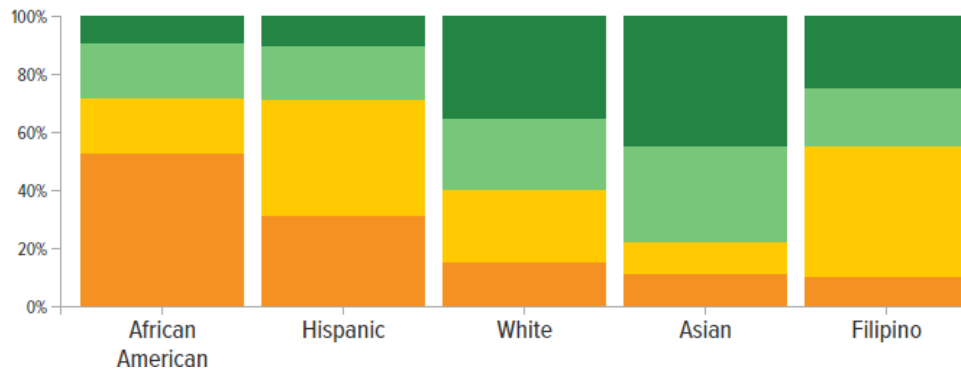




# Threshold Showing: SBAC Math Results

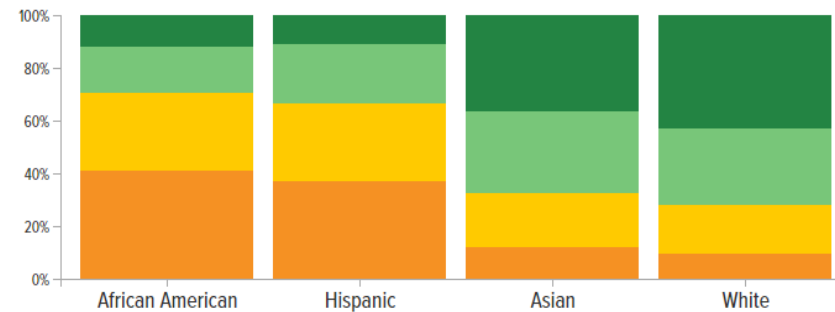
Alameda High School

MATH RESULTS



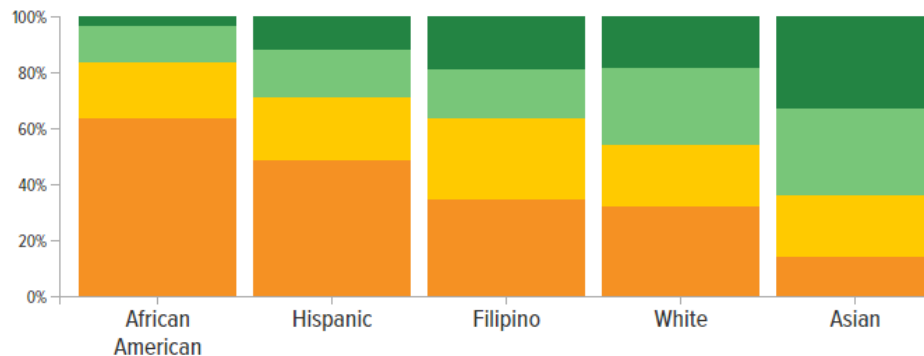
Alameda Community Learning Center

MATH RESULTS



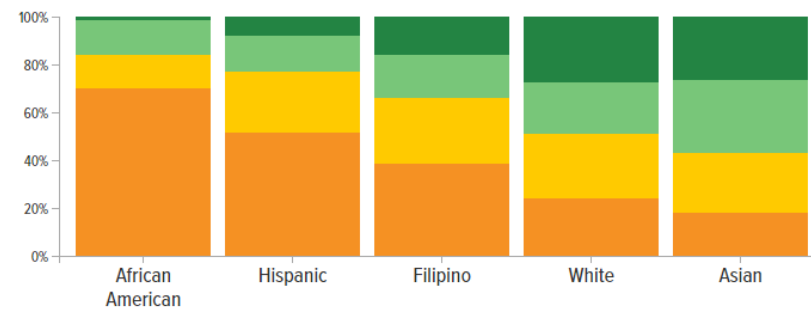
Encinal Jr./Sr. High

MATH RESULTS



Will C. Wood Middle School

MATH RESULTS



# Threshold Showing: Graduation Rates

- ACLC's graduation rate has consistently lagged behind Alameda High School with the exception of one year during the most recent charter term:

	17-18	16-17	15-16	14-15	13-14
AHS	96.6%	95.0%	94.4%	95.0 %	92.6 %
Encinal	93.0%	90.5%	87.0%	89.2%	86.7%
AUSD	93.2%	89.2%	86.9%	89.0%	86.0%
ACLC	92.1%	80.4%	98.0%	84.6%	88.5%

Source: CDE Dashboard/CDE DataQuest four year adjusted cohort data

# Summary of Findings: Criteria 1 (Student Instruction)

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- Criterion score: 3.7/5.0
- Observed strengths:
  - ACLC students equal or outperform comparable schools
  - Uses the results of evaluation and assessment as the basis for future allocations of appropriate resources to promote high levels of student achievement. From 2017-18 to 2019-20, examples include:
    - Expansion of learning labs, math labs, and academic support
  - Has identified reclassification criteria for English Learners
  - Site visits observed appropriate classroom management and evidence of collaboration and some standards-based instruction
  - Families and students expressed satisfaction with school culture and safety
  - Regularly involves a range of stakeholders in accountability reviews and routinely reports out on the school's progress toward goals
  - Students have a very strong voice on the campus and have opportunities to participate in the governance of the school

# Summary of Findings: Criteria 1 (Student Instruction)

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- Observed weaknesses:

- During site visit, instruction was largely teacher-led and involved routinized tasks, inconsistent with petition description of project-based, technology-rich learning model
- While PBL was observed it was mostly centered around poster making and students could not articulate what they were doing
- The tasks observed in many classes were not standards aligned to the grade level observed
- No evidence that data is being collected on long-term or high-risk English learners
- Students are tracked into learning labs based on grades yet there is not standard grading policy which leaves this criteria for who arrives in a learning lab to be subjective
- Learning labs do not have a specified curriculum and students were observed not engaged in learning
- While the Judicial committee plays a positive role on campus, students expressed there being so many rules they do not know what is expected and that the consequences are very punitive

# Summary of Findings: Criteria 2 (Leadership & Governance)

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- Criterion score: 4.6/5.0
- Observed strengths:
  - School mission and vision clearly understood at all levels; Board actively involved in shaping mission
  - Board regularly receives professional development and has developed onboarding instruction for new members
  - Staff professional development is well-considered, targeted to observed needs of staff, and incorporates staff feedback
  - School has adopted complaint and conflict of interest policies consistent with applicable law and regularly updates bylaws
  - There is community input into budgetary decisions
  - The role of the Boards are clearly defined

# Summary of Findings:

## Criteria 3 (Improvement/Data Use)

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- Criterion score: 4.0/5.0
- Observed strengths:
  - School uses summative and formative assessments in both math and ELA; measures and progress on those assessments tracked through the school's LCAP
  - School establishes short and long term goals linked to measurable metrics which can be monitored over time, and there is evidence that the school is monitoring and evaluating the success of the program through analysis of the established LCAP goals/metrics
  - Teams use data to determine Tier II and III supports necessary for student growth

# Summary of Findings:

## **Criteria 3 (Improvement/Data Use)**

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- Criterion score: 4.0/5.0
- Observed weaknesses
  - Goals for subgroups are set lower than those for all students; over time this will increase the already significant achievement gap observed for the subgroups
  - The school uses grade data to group students which can be subjective without a formalized standards based grading system
  - While data is being collected and reviewed, there was no evidence that Tier I teaching practices were being adjusted to meet the needs of students

# Summary of Findings: Criteria 4 (Fiscal Accountability)

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- Criterion score: 5.0/5.0
- Observed strengths:
  - School has adequate reserves
  - School assessed as low-risk using California Fiscal Crisis and Management Assistance Team (FCMAT) oversight checklist
  - Audit conducted in accordance with industry standards; audit showed no material weaknesses
  - Spending linked to LCAP and tracked by school



# Summary of Findings: Recommendations

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- Detailed recommendations in completed rubric
  - Continue professional development to improve standards based instruction
  - Develop a sustainability plan to train new teachers on how to implement Project Based Learning
  - Conduct student survey regarding Judicial committee and adjust model based on student feedback
  - Train your judicial committee and teachers in restorative practices
  - Review and revise EL instructional program to include designated ELD
  - Establish curriculum and expectations for learning labs
  - Use multiple measures to determine intervention
  - Develop a common standards based grading policy

# Timeline

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- Findings will return for action at the Board's next meeting
- If AUSD rejects a petition, petitioner has the right to appeal to County Board of Education
- Could then appeal to State Board of Education as well
- December 2019 - Spring 2020: Appeal proceedings before County, State (if needed)

# School Charter Renewal Petition: Findings and Recommendations

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**Questions?**