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Memo

To Board of Education

From Kyla Johnson-Trammell - Superintendent
Kelly Krag-Arnold, Brett Noble, and Elizabet Wendt - Office of Charter Schools

Board Meeting Date December 2, 2020

Subject Charter Renewal Request – AIMS College Prep High School

Action Vote

Background AIMS College Prep High School (formerly American Indian Public High School or AIPHS) has requested renewal consideration and is eligible for a 5-year renewal of its charter term that would begin on July 1, 2021. The school submitted its renewal petition to the District on October 1, 2020 and had a public hearing at a Board meeting on November 4, 2020.

Discussion The Office of Charter Schools staff and Superintendent recommend **approval** of the AIMS College Prep High School renewal petition.

Strengths:

- Strong A-G graduation rates: nearly all graduates at AIMS High met A-G standards in all years of the charter term.
- Economically disadvantaged students have outperformed their OUSD peers on state test proficiency by at least 20 percentage points in all three years of the charter term.
- College-going rates both schoolwide and for socioeconomically disadvantaged students were higher than the OUSD average for the three most recent years for which data is available, including 12- to 17-percentage points higher in both of the two most recent years.

Additionally, the following challenges were noted, which will be areas for staff to continue monitoring over the next charter term if the school is approved:

- Serves a particularly low percentage (3%) of students with disabilities at the school.
- The school's leadership appears to have minimal involvement in classroom observations or staff coaching.
- Charter Management Organization has not always displayed a willingness to collaborate/partner with OUSD: they do not participate in CORE, they did not consent to sharing data with OUSD as part of the data sharing partnership with Oakland Enrolls and UC Berkeley, and they held facilities offers in the Prop 39 process that ultimately they had no intention of accepting.

Fiscal Impact

N/A

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation



Legislative File	
File ID Number:	
Introduction Date:	
Enactment Number:	
Enactment Date:	
By:	

TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
 Office of Charter Schools Staff – Sonali Murarka, Brett Noble, Elizabet Wendt, Kelly Krag-Arnold
DATE: December 2, 2020
SUBJECT: **AIMS College Prep High School Renewal Request**

School Overview

School Name:	AIMS College Prep High School (formerly American Indian Public High School)		
Charter Operator:	AIMS K12 College Prep Charter District (formerly American Indian Model Schools)		
Year Opened:	2006	Previous Renewal Year(s):	2011, 2016
Neighborhood:	Grand Lake	Campus Address:	746 Grand Ave 94610
Board District:	District 3	Attendance Area(s):	Oakland Tech
Current Grades Served:	9-12	Current Enrollment: ¹	458
Current Authorized Grades:	9-12	Current Authorized Enrollment:	450

Staff Recommendation

Staff recommends **Approval** of the renewal petition for AIMS College Prep High School (“AIMS High” or “Charter School”) for 5 years, beginning July 1, 2021 until June 30, 2026, to continue serving up to 450 students in grades 9-12.

Criteria for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, the Office of Charter Schools 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, the Office of Charter Schools 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?

Procedure

- 1) The Office of Charter Schools conducted a virtual site visit on September 29, 2020. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board

¹ Per first month statistical report submitted to OUSD (as of August 21, 2020)

members) and classroom observations. The team also conducted a review of the school's documents, policies, financials, and renewal petition.

- 2) The charter school submitted a renewal request to the District on 10/1/20.
- 3) The initial public hearing was held on 11/4/20.
- 4) Staff findings were made public by the 15-day posting requirement, which was 11/17/20.
- 5) The decision public hearing is being held on 12/2/20.

Summary of Findings

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

Strengths

- Strong A-G graduation rates: nearly all graduates at AIMS High met A-G standards in all years of the charter term.
- Economically disadvantaged students have outperformed their OUSD peers on state test proficiency by at least 20 percentage points in all three years of the charter term.
- College-going rates both schoolwide and for socioeconomically disadvantaged students were higher than the OUSD average for the three most recent years for which data is available, including 12- to 17-percentage points higher in both of the two most recent years.

Challenges

If the renewal petition is approved, the Office of Charter Schools would like to see evidence of improvement plans and growth in the following areas over the next charter term:

- Serves a particularly low percentage (3%) of students with disabilities at the school.
- The school's leadership appears to have minimal involvement in classroom observations or staff coaching.
- Charter Management Organization has not always displayed a willingness to collaborate/partner with OUSD: they do not participate in CORE, they did not consent to sharing data with OUSD as part of the data sharing partnership with Oakland Enrolls and UC Berkeley, and they held facilities offers in the Prop 39 process that ultimately they had no intention of accepting.

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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.² The Education Code outlines a three-tiered system for most³ charter schools seeking renewal as well as corresponding criteria and conditions for evaluating the soundness of a school’s educational program.⁴

A. Renewal Tier Analysis

The following table outlines the State School Dashboard criteria used by the State Department of Education to determine the charter school’s renewal tier.

State Dashboard Criteria for Determining Renewal Tier <i>(Note: “Academic Indicators” referenced below refer to the ELA, Math, English Learner Progress⁵, and College and Career Readiness indicators on the State Dashboard)</i>	2018	2019	Criteria Tier <i>(Middle unless both years—and both sub-criteria for Criteria 2—are either all High or all Low.)</i>	Renewal Tier <i>(Middle unless either Criteria Tier is High or Low, in which case this is the same.)</i>
Criteria 1: Performance level on all schoolwide state indicators is: <ul style="list-style-type: none"> All Green or Blue (High), All Red or Orange (Low), or Any other combination of colors (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)</i>	Middle	Middle	Middle	Middle
Criteria 2a. Schoolwide status for all academic indicators is: <ul style="list-style-type: none"> Same or higher than state average (High), Same or lower than state average (Low), or Any other combination (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two academic indicators)</i>	High	High	Middle	
Criteria 2b. For each academic indicator, of student groups that underperformed statewide relative to the state average: <ul style="list-style-type: none"> Majority (50% or more) of groups at school received colors that are higher than the student group’s state average status (High), Majority (50% or more) of groups at school received colors that are lower than the student group’s state average status (Low), or Any other combination (Middle). <i>(Note: Cannot be High or Low unless a school received colors for at least two of the identified underperforming student groups for at least two academic indicators.)</i>	Middle	Middle		

Figure 1. Source: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

² EC §47605(c)(1)

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

⁴ EC §47607(c)(2) and EC §47607.2

⁵ For the English Learner (EL) Progress Indicator, status level was used as a proxy for color on the 2019 Dashboard for schools that had at least 30 EL students with results. Specifically, Very High/High and Very Low/Low status levels on the EL progress indicator were used as proxies for Blue/Green and Red/Orange colors, respectively.

As indicated in the table above, the charter school met the State’s criteria for the [High/Middle/Low] renewal tier. The table below outlines renewal conditions and additional academic evaluation criteria applicable to this renewal tier and corresponding evidence considered related to the soundness of the charter school’s educational program, as outlined in the subsequent sections.

Middle Renewal Tier – Renewal Conditions and Additional Academic Evaluation Criteria	Evidence Considered to Assess Soundness of the School’s Educational Program
<ul style="list-style-type: none"> • May renew for 5 years or may deny only upon making written findings that: <ol style="list-style-type: none"> 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). • Shall consider schoolwide performance and performance of all student groups on both state and local indicators included in the State Dashboard, providing greater weight to performance on academic indicators. • Shall also consider clear and convincing evidence, demonstrated by verified data, showing either: <ol style="list-style-type: none"> a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school OR b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. 	<ul style="list-style-type: none"> • School Performance Analysis and Local Indicators • Comparison of Academic Performance for Key Student Groups • Additional Verified Data Provided by School • School Quality Review Rubric Ratings • Performance Improvement Plan (if submitted)

Figure 2. Source: Education Code §47607.2(b)

B. School Performance Analysis and Local Indicators

As mentioned previously, for schools meeting the Middle renewal tier criteria, the District is required to consider the school’s performance on State Dashboard indicators, providing greater weight to performance on academic indicators.

School Performance Analysis

The District’s School Performance Analysis (SPA) was developed to serve as a tool for determining whether district and charter schools meet a minimum performance threshold on a variety of indicators based on State Dashboard and CORE Academic Growth⁶. For each indicator, a determination is made as to whether the school met the threshold both (a) schoolwide, and (b) for an “equity” category consisting of a combination of historically underserved student groups. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, the SPA does not apply to schools that did not receive a dashboard color on at least half of the applicable indicators, including at least one academic indicator (typically due to having too few students).

Based on data available at the time of this report, AIMS High met the minimum performance threshold in each of the past two years, as summarized in the following table.

⁶ 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. It is designed to measure the impact of educators on student growth. Additional information regarding the model can be found at <https://coredistricts.org/faqs/>.

Indicator	2017		2018		2019	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	-	-	Met	Met	Met	Met
Mathematics	-	-	Met	Met	Met	Met
Suspension	Not Met	Not Met	Met	Met	Met	Met
Graduation	Met	-	Met	Met	Met	Met
College/Career	-	-	Met	Met	Met	Met
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	(N/A – SPA does not apply since school did not receive Dashboard colors on any academic indicators)		Met (Met 100%; 10 of 10)		Met (Met 100%; 10 of 10)	

Figure 3. Source: California School Dashboard; CORE Index Dashboard

Detailed data that was used to determine whether the charter school met the threshold for 2019 (the most recent year for which data was available) is included in the following two tables.

SCHOOLWIDE			
ACADEMIC INDICATORS			
<i>To meet, school must have either California School Dashboard Color Orange or higher or CORE Growth Level Medium or higher (i.e. > 30th percentile).</i>			
English Language Arts State Test	Dashboard Color	Yellow <i>DFS⁷ = 10.6; declined 10.2 points</i>	Met
	CORE Growth Level	<i>(no data – does not participate in CORE)</i>	
Mathematics State Test	Dashboard Color	Blue <i>DFS = 12.1; increased 25.3 points</i>	Met
	CORE Growth Level	<i>(no data – does not participate in CORE)</i>	
CULTURE/CLIMATE INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Suspension	Dashboard Color	Green <i>5.1% suspended once; declined 1.7%</i>	Met
GRADUATION/POST-SECONDARY READINESS INDICATORS			
<i>To meet, school must have California School Dashboard Color Orange or higher.</i>			

⁷ Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student’s score with the “Standard Met” threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, “Using scale scores, rather than reporting on the percent of students who performed at or above the “Standard Met”, provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments.” (<https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>)

Graduation	Dashboard Color	Orange 80.8% graduated; declined 13.6%	Met
College/Career Readiness	Dashboard Color	Yellow 60.3% prepared; declined 16.6%	Met

Figure 4. Source: California School Dashboard; CORE Index Dashboard

EQUITY											
<i>To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on <u>either</u> Dashboard Color <u>or</u> CORE Growth Level metric.</i>											
Indicator	Data Source	Student Group								Met/Not Met	
		Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color (DFS; change)	-	-	-	Orange -8.4; ↓13.5	-	-	-	-	Met (1 of 1)	Met
	CORE Growth Level (percentile)	-	-	-	-	-	-	-	-	-	
Mathematics State Test	Dashboard Color (DFS; change)	-	-	-	Yellow -5.7; ↑0.2	-	-	-	-	Met (1 of 1)	Met
	CORE Growth Level (percentile)	-	-	-	-	-	-	-	-	-	
Suspension	Dashboard Color (% suspended once; change)	Red 10.9%; ↑1.0%	Green 4.5%; ↓6.6%	-	Green 4.4%; ↓1.5%	Yellow 5.6%; no change	-	-	-	Met (3 of 4)	
Graduation	Dashboard Color (% graduated; change)	-	-	-	Orange 82.5%; ↓12.9%	-	-	-	-	Met (1 of 1)	
College/Career	Dashboard Color (% prepared; change)	-	-	-	Yellow 61.9%; ↓14.7%	-	-	-	-	Met (1 of 1)	

Figure 5. Source: California School Dashboard; CORE Index Dashboard

State 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 Dashboard. The school uses self-reflection tools included within the Dashboard to report its progress on the local indicators. If a charter school does not submit results to the Dashboard by the given deadline, including completing the self-reflection tool, the school's State 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.⁸

Local Indicator	2017	2018	2019
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met
Parent and Family Engagement	Met	Met	Met
Local Climate Survey	Met	Met	Met
Access to a Broad Course of Study ⁹	-	Met	Met

Figure 6. Source: California School Dashboard

C. Comparison of Academic Performance for Key Student Groups

The following comparison of academic performance is included to further assess the charter school's academic progress and whether continued operation is in the best interests of its students. The figures below compare the school's performance (average of ELA and Math) to the District average¹⁰ for the following five student groups: Economically Disadvantaged students, Black/African American students, Hispanic/Latinx students, Special Education students, 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). As shown in the figures below:

- AIMS High has few key subgroups with reportable data for multiple years.
- Economically disadvantaged students at AIMS High significantly outperformed the district average on State tests, by at least 20 percentage points in each year of the term.
- The graduation rate for economically disadvantaged students at AIMS High is at or above the district average in all three years.
- The graduation rate for African American and English Learner students at AIMS High was 7 percentage-points and 3 percentage-points below the OUSD average in 2018-19, the only year with reportable data.

Economically Disadvantaged Students

In the most recent year for which results were available, AIMS High had 38 economically disadvantaged students with state test results (ELA/Math average) and 61 students for this student group in its graduating cohort.

⁸ Detailed criteria for differentiated assistance can be found at <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>.

⁹ This local indicator was not included on the 2017 dashboard.

¹⁰ Including both OUSD district-run schools and OUSD-authorized charter schools. Alternative schools that qualify for the Dashboard Alternative School Status (DASS) program are excluded from the comparison charts in this section.

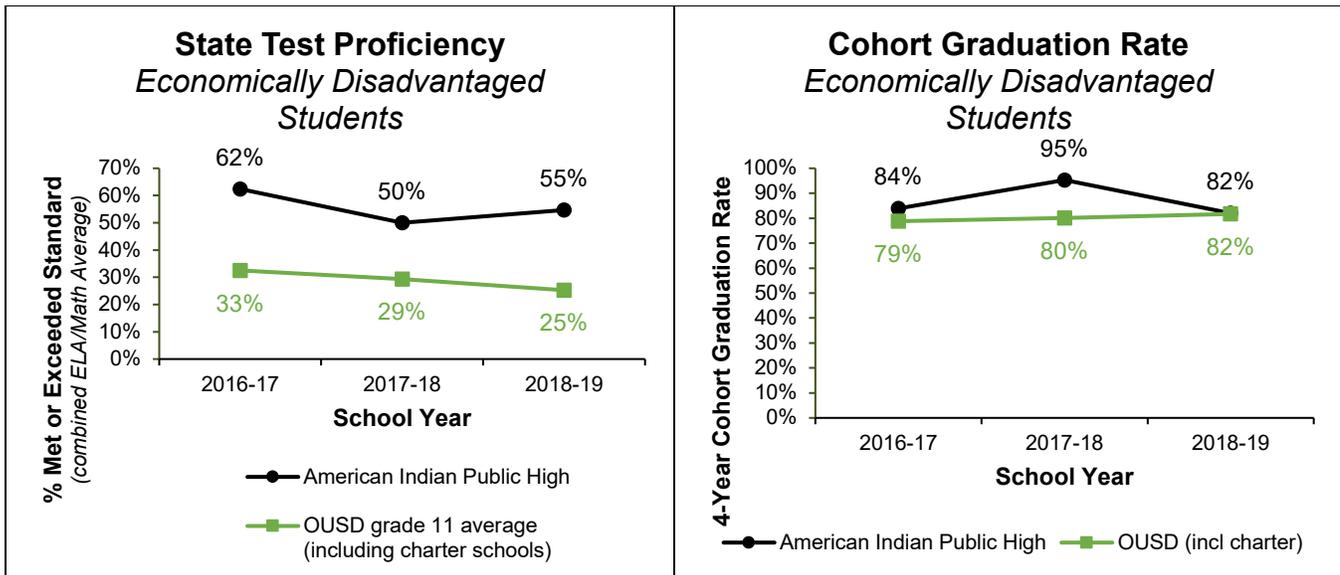


Figure 7. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

Black/African American Students

AIMS High only had publicly available state test results for Black/African American students in both ELA and Math in 2017-18. In that year, the charter school had 17 Black/African American students with state test results (ELA/Math average). In 2018-19, AIMS High had 22 Black/African American students in its graduating cohort.

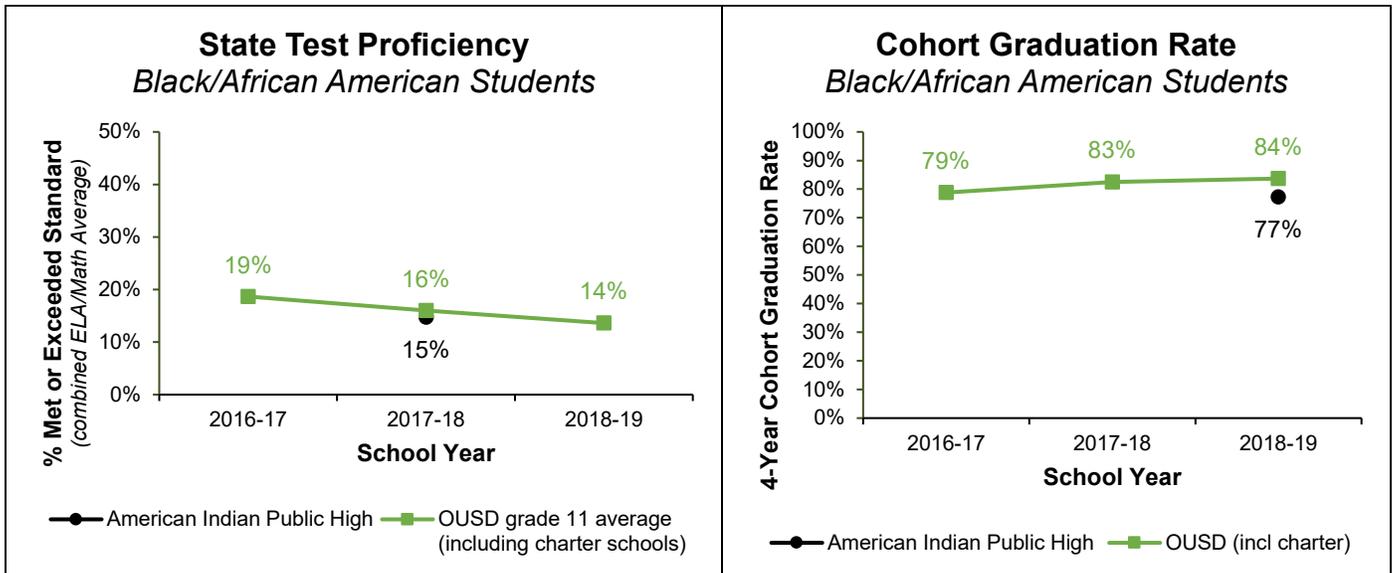


Figure 8. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

English Learner

Due to the low number of Hispanic/Latinx students enrolled at AIMS High, state test outcomes for this student group are not publicly available for any of the years of the charter term. However, there were 14 English Learners in the graduating cohort in 2018-19, so results are available for that year only.

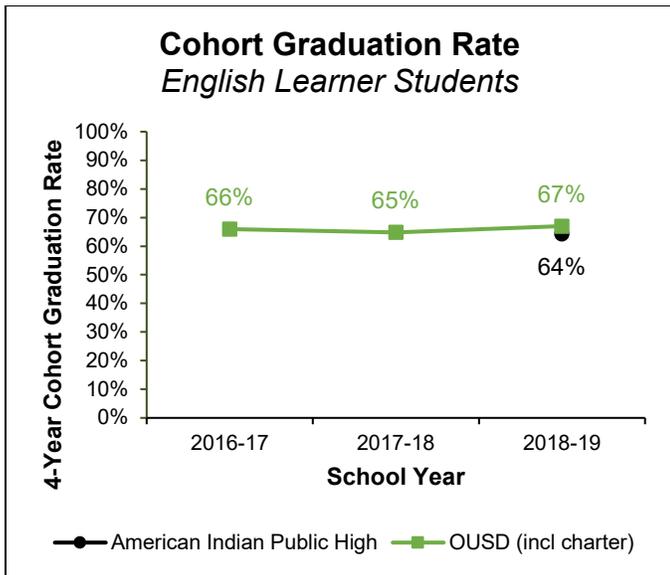


Figure 9. Source: CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

Hispanic/Latinx and Special Education

Due to the low number of Hispanic/Latinx and Special Education students enrolled at AIMS High, state test and graduation outcomes for these student groups are not publicly available for any of the years of the charter term.

D. Comparison of Graduates Meeting A-G (UC/CSU) Requirements

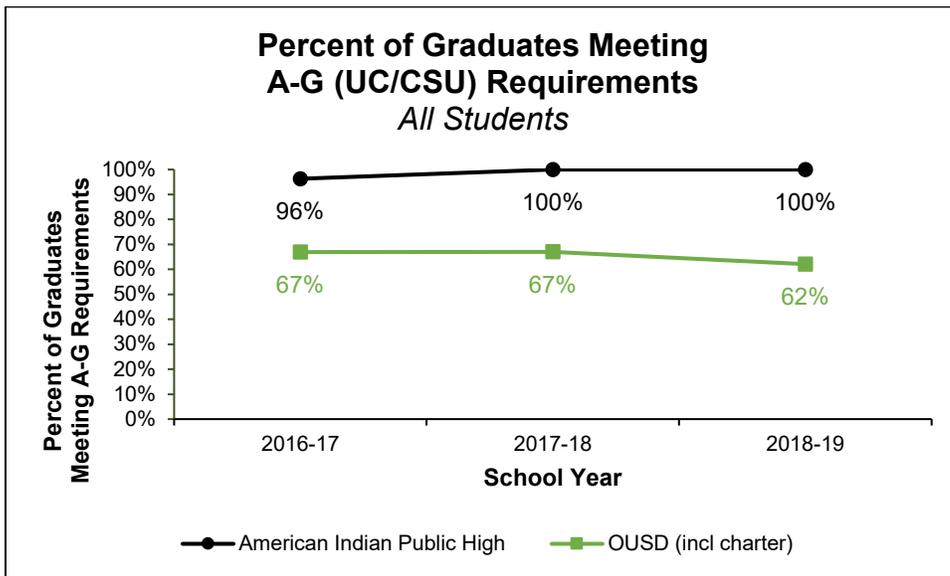


Figure 10. CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

E. Additional Verified Data

For schools meeting the Middle or Low renewal tier criteria, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data¹¹, showing either of the following:

¹¹ Ed Code §47607.2(c) defines verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Prior to January 1, 2021, the State Board of Education will establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. Once defined, only data

- 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.

For the current renewal cycle for other schools, District staff has considered CORE Academic Growth data as verified data; however, CORE growth data is not available for AIMS High as the charter school does not participate in CORE. With the exception for CDE’s College-Going Rate data, the charter school provided the District with data that is already found on the State Dashboard, which was previously considered in this report.

College-Going Rates

The charts below show 12-month college-going rates (both school-wide and for socioeconomically disadvantaged students) for AIMS High in comparison to the OUSD average (including charter schools and excluding alternative schools) for the three most recent years for which data is available. AIMS High did not have enough students from other key student groups for data to be made publicly available. For each of the three years, for both groups of students, a higher percentage of AIMS High graduates have enrolled in college within 12 months in comparison to the OUSD average.

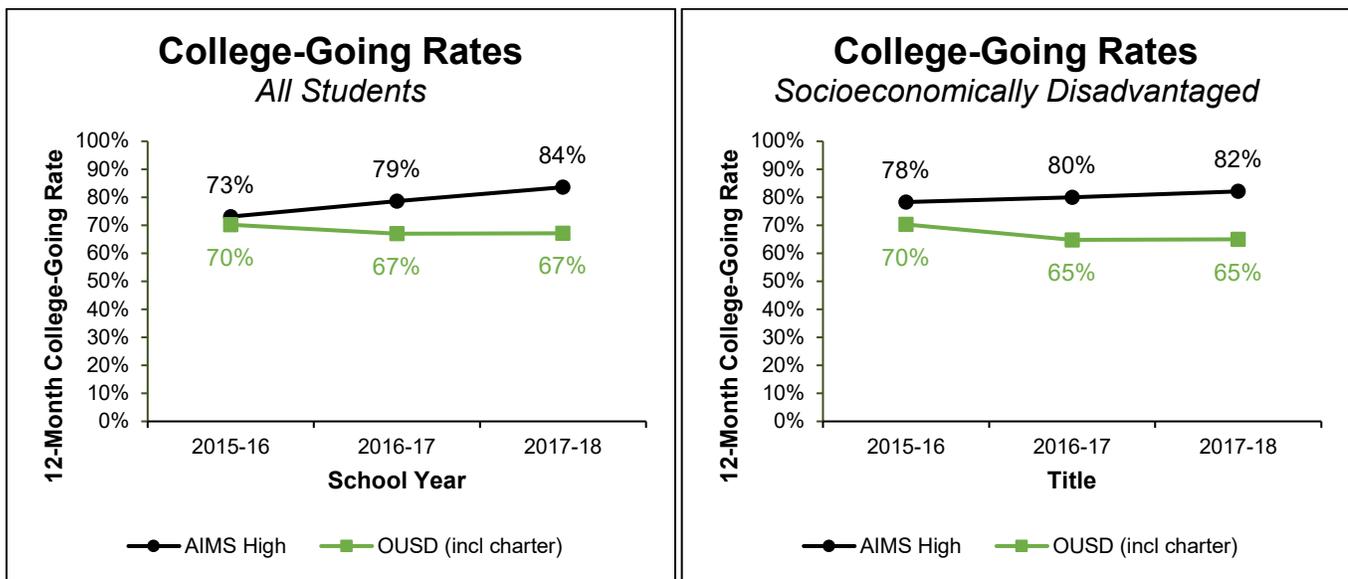


Figure 11. CDE DataQuest College-Going Rate Reports

F. School Quality Review Rubric Ratings

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR for each charter school was completed by a review team in Fall 2020 and includes virtual classroom observations and focus group interviews with school leadership, students, families, staff, and Board members. The team also reviewed information from the charter school’s performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric¹². Ratings range from 1 (low) to 4 (high): 1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

sources adopted by the State Board may be used as verified data. However, prior to this happening, a charter school may present data consistent with the above description of verified data.

¹² The full SQR Rubric used for this evaluation can be found at <https://www.ousdcharters.net/renewing-charter-schools.html>.

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	2.3
	1B: Leadership & Governance	2.0
2: Building Conditions for Student Learning	2A: Learning Partnerships	2.5
	2B: Multi-Tiered Systems of Support	2.0
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	1.3
	3B: Evidence-Based Professional Collaboration	1.7
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.0
	4B: Data-Driven Instruction	2.0
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.3

Figure 12. *Source: Assessment by the SQR review team after site visit conducted on September 29, 2020*

G. Performance Improvement Plan

While only charter schools meeting the Low renewal tier criteria must adopt a Performance Improvement Plan, the school did include a Performance Improvement Plan in Appendix IV of the charter petition.¹³ Although the charter school’s plan includes areas for improvement and lists several improvement strategies, it does not include baseline data or measurable goals for these growth areas that could be used to evaluate whether the plan was successful. Therefore, it will not be considered for the purposes of renewal.

¹³ EC §47607.2(a)

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.¹⁴ Evidence considered for this criteria include:

- Financial condition
- Enrollment and Average Daily Attendance
- Enrollment demographics
- Compliance with regulatory elements (including notices of concern, website posting, and teacher credentialing)
- Board health and effectiveness

A. Financial Condition

The charter school is in good financial standing with a healthy ending fund balance. The school had deficit spending in 20, but it was less than 20% of its fund balance. 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 total net assets of \$6,840,042 for the charter management organization, AIMS K12 College Prep Charter District (formerly American Indian Model Schools), and all its charter schools.

Financial Indicator	2016-17	2017-18	2018-19	2019-20
Ending Fund Balance	\$669,577	\$848,369	\$1,371,951	\$1,155,538
Deficit Spending	\$0	\$0	\$0	(\$181,202)
Deficit-to-Ending Fund Balance Ratio	0.00%	0.00%	0.00%	-15.68%
Debt Ratio	0.22	0.25	0.07	N/A
3% Reserve	Yes (22.2%)	Yes (21.2%)	Yes (27.4%)	Yes (23.0%)
Audit Opinion	Unmodified	Unmodified	Unmodified	N/A
Major Audit Finding	No	No	No	N/A

Figure 13. Source: 2016-17 thru 2018-19 Annual Audit Reports, 2019-20 State Unaudited Actuals Report

¹⁴ EC §47605(c)(2)

B. Enrollment and Average Daily Attendance (ADA)

Total Enrollment and ADA by Year

The school's enrollment has steadily increased over the course of the charter term. As of September 2020, the charter school reported an enrollment of 458 and an ADA of 442 for the current school year.

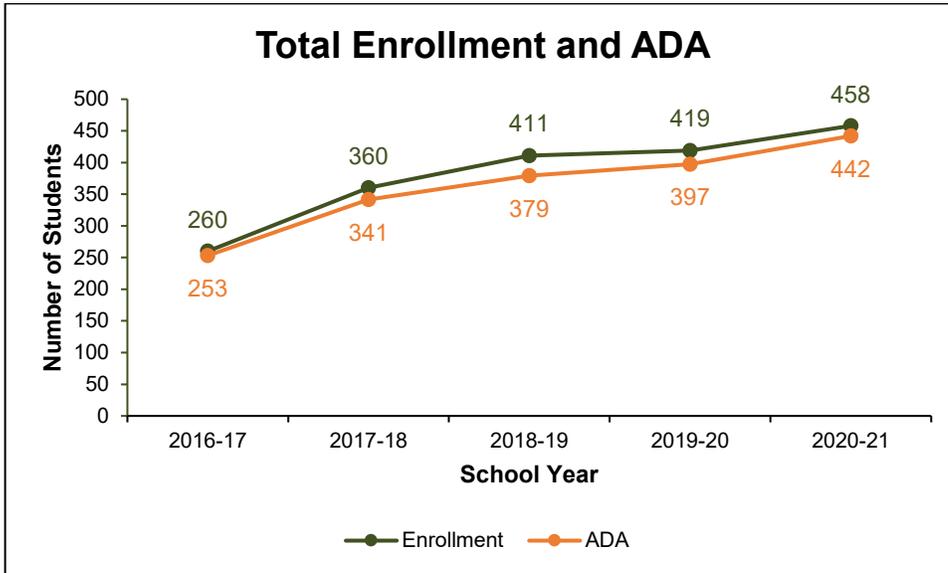


Figure 14. Source: 2016-17 thru 2019-20 Enrollment – CDE Downloadable School Enrollment Data Files; 2016-17 thru 2019-20 ADA – P-Annual State Report; 2020-21 Enrollment and ADA – first month statistical report submitted to OUSD (as of August 21, 2020)

Enrollment by Grade Level

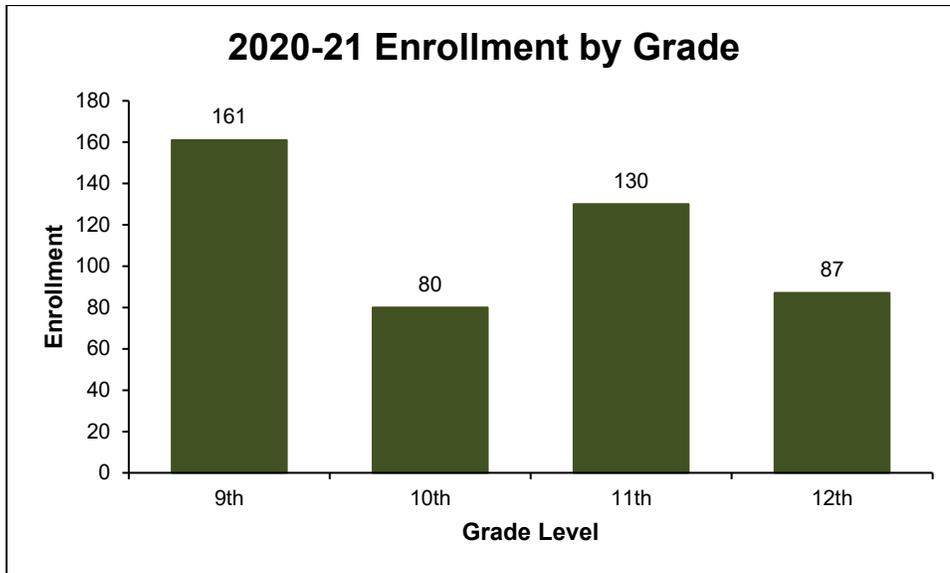


Figure 15. Source: First month statistical report submitted to OUSD (as of August 21, 2020)

Student Retention

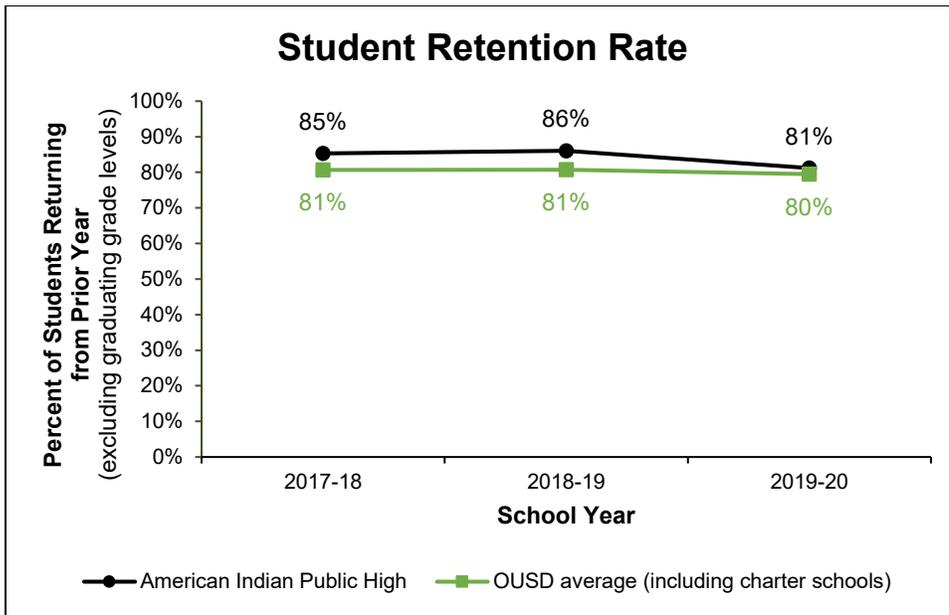


Figure 16. Source: Charter Schools - Annual Fall Census Day student-level enrollment reports submitted to OUSD; District-Run Schools: Annual Fall Census Day enrollment data

C. Enrollment Demographics of Key Student Groups

Proposed Target Student Population

Both the existing and renewal petitions for AIMS High state that it “seeks to serve a heterogeneous group” of students and that it will “strive to serve a diverse student population that reflects the OUSD student population.” Furthermore, it states that its “students’ backgrounds should represent the heterogeneity found in the population of Oakland.” (see pg. 29 of renewal petition)

Admission Preferences

The charter school’s admissions preferences included in its renewal petition are as follows and have remained the same from the previous petition.

1. Siblings of students admitted to or attending the Charter School or graduates of AIMS High
2. Students residing within the boundaries of the District
3. All other students who wish to attend the Charter School

Enrollment Demographics Comparison

As indicated above, AIMS High seeks to serve students that reflect the diversity of OUSD as a whole. The table below compares the charter school’s 2019-20 enrollment demographics with that of OUSD.

2019-20 Charter School and Districtwide Enrollment Demographics			
Student Group Type	Student Group	Charter School	OUSD ¹⁵
Race/Ethnicity	Hispanic/Latinx	15%	47%
	Black/African American	24%	22%
	Asian	53%	12%
	White	6%	10%
	Two or More Races	0%	4%
	Other Race/Ethnicity	2%	2%

¹⁵ Includes all OUSD-operated schools and OUSD-authorized charter schools (unless otherwise noted)

	Not Reported	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	66%	73%
	English Learners	15%	31% (9-12 only: 24%)
	Special Education	3%	13% (excluding charter schools: 14%)

Figure 17. Source: *Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report based on Certified CALPADS data submitted by OUSD to the CDE; All data as of 2019-20 Census day*

English Learner Enrollment by English Language Proficiency Assessment for California (ELPAC) Level

The following table shows a comparison of the distribution of English Learners by ELPAC Level for both the charter school and all OUSD students in comparable grade levels. This provides additional context about the level of need for English Learners at the charter school, but does not provide any indication as to how well the charter school is serving these students. The English Learner Progress indicator on the State Dashboard is a more appropriate metric for evaluating how well English Learners are being served by the school.

ELPAC Level	% of English Learners by ELPAC Level in 2019	
	Charter School	OUSD Grades 9-12 (including charter schools)
Level 4 – Well Developed	20%	10%
Level 3 – Moderately Developed	40%	27%
Level 2 – Somewhat Developed	28%	29%
Level 1 – Beginning Stage	12%	35%

Figure 18. Source: *2018-19 Summative ELPAC Results*

Special Education Enrollment by Disability Type Comparison

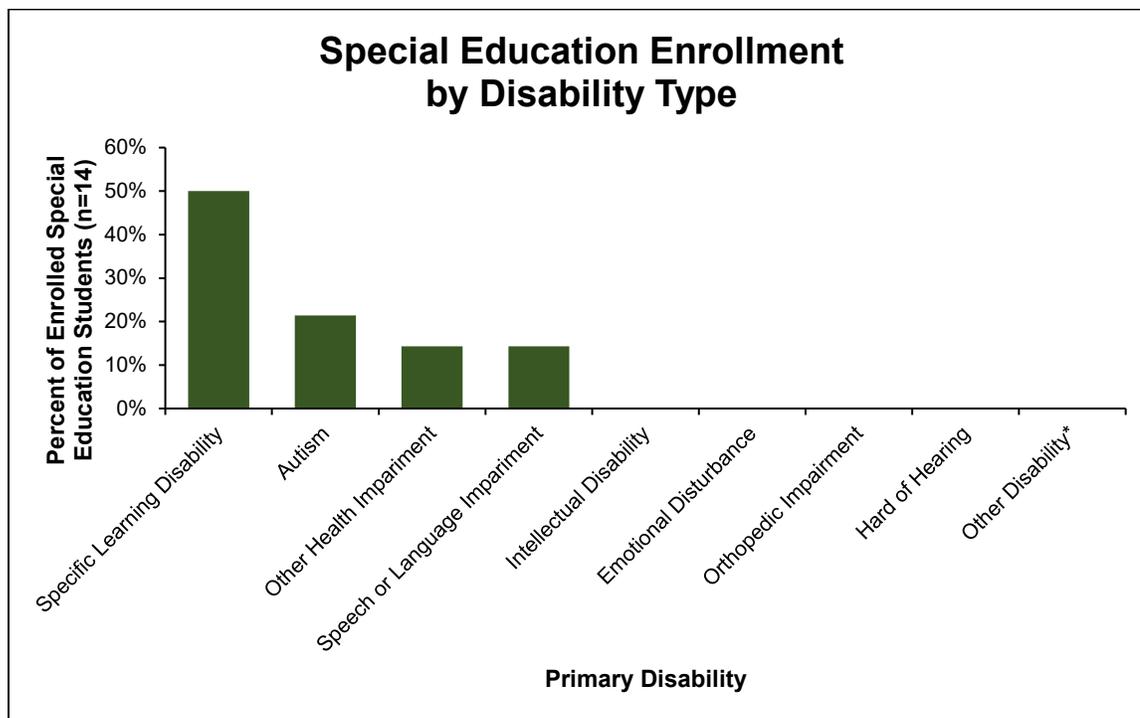


Figure 19. Source: *CALPADS 2019-20 End-of-Year SELPA 16.1 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4)*
 * Includes Deafness/Hearing Impairment, Visual Impairment, Established Medical Disability, Deaf-Blindness, Multiple Disabilities, and Traumatic Brain Injury

Plans for Achieving Balance of Key Student Groups

As required, the charter renewal petition outlines AIMS High’s plans for achieving a balance of racial/ethnic, special education, and English Learner students. However, the plans included were essentially the same as those included in the school’s current petition, which was focused exclusively on achieving a racial/ethnic balance. This element mentions few general strategies, such as having an enrollment timeline/process that allows for broad-based recruiting and outreach efforts via Oakland elementary schools, community organizations, churches, and other leadership organizations. Furthermore, it states that “Each year the Charter School shall review its racial and ethnic, English Learner, and Special Education balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population. (see pg. 95) District staff would have liked to have seen a more targeted recruitment plan specific to groups that are under-enrolled at AIMS High in comparison with the District-wide average, including Hispanic/Latinx students, English Learners, and special education students.

D. Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, school board, or charter management organization (“CMO”) 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.¹⁶ AIMS High has received 5 Notices of Concern over the course of the current charter term. In addition, 7 Notices of Concern have been issued to the AIMS CMO during the current charter term.

School Year	Notices of Concern	Area(s) of Concern
2016-17	7	<ul style="list-style-type: none"> - Fiscal deficiency - Exhausted 30-day substitute permit (2 notices) Issued to CMO: <ul style="list-style-type: none"> - Brown Act violation (2 notices) - Failure to follow bylaw requirements on board member attendance - Board member’s intimidation of families and OCS
2017-18	2	Issued to CMO: <ul style="list-style-type: none"> - Safety of AIPCS/AIPCS II building - Board member’s potential conflict of interest and discriminatory behavior
2018-19	2	<ul style="list-style-type: none"> - Suspension/expulsion documentation - Brown Act violation (issued to CMO)
2019-20	1	Infringement on District space
2020-21	0	--

Figure 20. Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board’s decisions have significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students.

The Office of Charter Schools evaluates the governing board’s overall health and effectiveness during the renewal process. This evaluation uses the charter school’s performance report, the interviews conducted at the renewal site visit,

¹⁶ 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.

and Element 4 of the charter renewal petition (along with any supporting documentation) to establish whether the minimum standard is met for each of the core competencies found in the table below.

Board Effectiveness Ratings

Board Effectiveness Core Competency	Standard Met?
The governing board is an effective decision making body which is active and meets its governance obligations.	Yes
The governing board is knowledgeable, and invested in academic achievement of all student groups.	Yes
The governing board works to foster a school environment which is viable and effective.	Yes
The governing board abides by appropriate policies, systems, and processes in its oversight.	Yes

Figure 21. Source: Staff evaluation of charter school performance report, renewal site visit focus group, Element 4 of the charter renewal petition, and observation of charter school board meeting(s).

While the board is effective, the charter management organization has not always displayed a willingness to collaborate/partner with OUSD. For example, they do not participate in CORE, did not consent to sharing data with OUSD as part of the data sharing partnership with Oakland Enrolls and UC Berkeley, and have consistently held facilities offers in the Prop 39 process that ultimately they had no intention of accepting.

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 criteria 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.¹⁷ The following table summarizes staff findings related to whether this standard was met for each element.

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 ¹⁸
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

Figure 22. Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

¹⁷ EC §47605(c)(5)

¹⁸ Element 7 outlines AIMS Middle’s plans for achieving a balance of racial/ethnic, special education, and English Learner students; however, the plans included were essentially the same as those included in the school’s current petition, which was focused exclusively on achieving a racial/ethnic balance and are general in nature. District staff would have liked to have seen a more targeted recruitment plan specific to groups that are under-enrolled at AIMS Middle in comparison with the District-wide average, including Hispanic/Latinx students and special education students.

B. Other Required Information

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

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(d).	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.	Yes

Figure 23. Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

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

Figure 24. Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend? (limited to State definition)

In order for a charter school’s renewal petition to be approved, the school must be serving all students who wish to attend.¹⁹ 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 criteria 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 criteria 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 did not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term²⁰:

- 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.
- 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. For both sets of data, the charter school did not have a numerically significant number with State test results for any year of the charter term. Therefore, there is no data that suggests that the school is not serving all students who wish to attend.

Indicator (Part B)	2016-17	2017-18	2018-19
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	2% (5 of 274)	6% (22 of 381)	14% (59 of 428)
Number of these students with State test results from the prior year (combined ELA/Math average)	0	4	3
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*	*	*

Figure 25. Source: Aggregate enrollment-pattern data provided by the State

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

¹⁹ EC §47607(e)

²⁰ At the time of this report, the State provided data for 2016-17 through 2018-19. Data from 2019-20 had not yet been certified and was, therefore, unavailable.

Indicator (Part C)	2016-17	2017-18	2018-19
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)	16% (38 of 237)	12% (32 of 274)	9% (36 of 381)
Number of these students with State test results from the prior year (combined ELA/Math average)	0	4	1
Average Distance From Standard (DFS) on the State test from the prior year (combined ELA/Math average) for these students	*	*	*

Figure 26. Source: Aggregate enrollment-pattern data provided by the State; State School Dashboard

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

In the 2018-19 school year, the Office of Charter Schools issued one Notice of Concern to AIMS High for failure to comply with expulsion notification procedures. In this instance, AIMS High could not provide evidence of sending a written notice of expulsion hearing to a student’s family in advance of the hearing. The student in this case was ultimately not expelled. In the current charter term, OCS has received no complaints about AIMS High’s suspensions/expulsions and there have been no expulsion cases from AIMS High since 2018-19. As such, the school does not appear to have a pattern of noncompliance with suspension/expulsion requirements.

V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Office of Charter School 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

- Met all School Performance Analysis indicators in each of the past two years
- Economically disadvantaged students outperformed the District average on the State tests by a significant margin in each year of the term.
- Nearly all graduates met A-G standards in all three years.
- College-going rates both schoolwide and for socioeconomically disadvantaged students were substantially higher than the District average for the two most recent years for which data is available

Challenges

- Disproportionately high suspension rate for African American students.
- Graduation rates for African American and English learner students is slightly below the District average for the one year with reportable data
- Classroom observations and staff coaching are extremely limited.

Determination

Based on this analysis, AIMS High has presented a sound educational program.

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

Strengths

- The school has maintained a sustainable size as it has grown throughout the charter term.
- School is financially stable with a very high reserve balance.

Challenges

- Enrollment demographics for some key groups do not reflect the diversity of OUSD as a whole. Serves a significantly lower percentage of students with disabilities.
- AIMS CMO has received 7 Notices of Concern during the current charter term and has not always displayed a willingness to collaborate/partner with OUSD.

Determination

Based on this analysis, AIMS High is demonstrably likely to successfully implement the proposed educational program.

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

Strengths

- Charter petition contains reasonably comprehensive descriptions of most of the required elements.
- OUSD-specified requirements are included in petition.

Challenges

- The description of the means by which the school will achieve a balance of special education students included in element 7 lacked strategies targeting the recruitment of special education students.

Determination

Based on this analysis, the petition for AIMS High is reasonably comprehensive.

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

Strengths

- 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 related to noncompliance with suspension/expulsion requirements.

Challenges

- N/A

Determination

Based on this analysis, AIMS High is serving all students who wish to attend.

E. Recommendation

Based on its analysis of the charter school's performance, staff recommends to **approve** the charter renewal petition for **AIMS College Prep High School**. The charter school has sufficiently met OUSD's Charter Renewal Criteria, as well as the requirements and criteria established in the California Charter Schools Act²¹, which governs charter school renewals.

This approval recommendation is for the charter program and operation in its entirety as proposed, for a term of five years, as required by law²². The charter renewal term would begin on July 1, 2021 and expire on June 30, 2026. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer²³. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605²⁴.

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 charter²⁵. The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

²¹ Education Code §47605

²² Education Code §47605 d(1)

²³ Education Code §47607(a)(1)

²⁴ Education Code §47607(a)(2)

²⁵ Education Code §47607(c)(1)

VI. Appendix

A. Comparison of All Students (School-wide) Academic Performance

In the most recent year for which results were available, the charter school had 57 total students with state test results (ELA/Math average) and 75 total students in its graduating cohort.

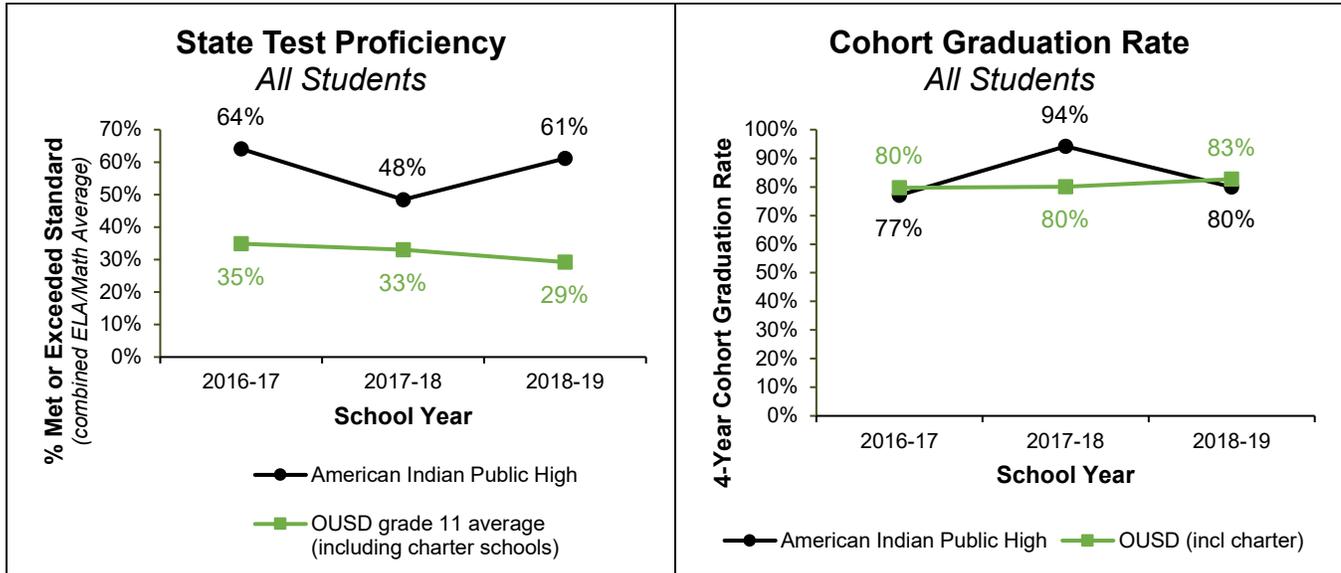


Figure 27. Source: CAASPP Research Files; CDE Downloadable Data Files (Adjusted Cohort Graduation Rate and Outcome Data)

B. Charter School Enrollment Demographics by Year

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	16-17	17-18	18-19	19-20	20-21
Ethnicity	Hispanic/Latinx	18%	16%	15%	15%	13%
	Black/African American	18%	21%	23%	24%	23%
	Asian	58%	57%	54%	53%	48%
	White	3%	4%	6%	6%	6%
	Two or More Races	2%	1%	0%	0%	1%
	Other Race/Ethnicity	1%	2%	2%	2%	1%
	Not Reported	0%	0%	0%	0%	8%
Other Student Groups	Socioeconomically Disadvantaged	70%	70%	73%	66%	77%
	English Learners	12%	14%	14%	15%	18%
	Special Education	2%	5%	4%	3%	4%
Total Enrollment		260	360	411	419	446

Figure 28. Source: ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2020-21 DATA – Self-Reported by Charter School in its Charter Renewal Performance Report

C. Teacher Retention

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Total classroom teachers	15	18	20	20	20
Number of classroom teachers retained from prior year	8	15	14	6	11
Percent of classroom teachers retained from prior year	N/A	100%	78%	30%	55%

Figure 29. Source: Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report

D. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,²⁶ the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current five-year charter term, the Office of Charter Schools received 6 complaints regarding AIMS High and 8 complaints about CMO-wide practices.

School Year	Complaints	Areas of Concern
2016-17	5	Complaints about CMO: <ul style="list-style-type: none"> - Concern about screening families from participating in public meetings - Limited communication from the Board, allegation that the superintendent was not serving the best interest of students Complaints specific to school: <ul style="list-style-type: none"> - Intimidation/harassment of staff and students by school staff - Student barred from participating in walkout - Concern about limited communication from school leaders about walkout and staff changes
2017-18	1	Complaints about CMO: <ul style="list-style-type: none"> - Failure to post board meeting announcement in advance
2018-19	3	Complaints specific to school: <ul style="list-style-type: none"> - Alleged retaliation against staff, mismanagement by superintendent Complaints about CMO: <ul style="list-style-type: none"> - 2 complaints about AIMS CMO practices alleging favoritism and cronyism in the hiring, promotion, and disciplining of staff

²⁶ 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).

2019-20	4	Complaints specific to school: <ul style="list-style-type: none"> - Complaint about grading/class placement and failure to respond to complaint Complaints about CMO: <ul style="list-style-type: none"> - 3 complaints about AIMS CMO practices alleging retaliatory firings, high staff turnover, and silencing organizational culture
2020-21	1	Concern about complaint resolution, harassment by school leaders

Figure 30. Source: OUSD Office of Charter Schools Complaint Records

E. Website Required Documentation Audit

According to the audit below, the charter school is in compliance as all required documentation is posted on their website.

Report/Item	Posted?	Note
SARC Report (EC 35258)	Yes	-
Board Agenda & Meeting Date (Government Code 54950)	Yes	-
Gender Equity / Title IX (EC 221.61)	Yes	-
LCAP Report (EC 47606.5 (h)); replaced by Learning Continuity & Attendance Plan for 2020-21 (EC 43509)	Yes	-
Employee Code of Conduct (EC 44050)	Yes	-
Mathematics Placement Policy (EC 51224.7)	Yes	-
Education Protection Account (CA Constitution, Article 13, Section 36 (e)(6))	Yes	-

Figure 31. Source: OUSD Office of Charter Schools charter school website audit conducted on 9/10/20.

F. Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the charter school and for all District school teachers for 2019-20.

Credential Term	Number of Teachers (%)	
	Charter School	OUSD
Clear	2 (17%)	1,475 (64%)
Preliminary	4 (33%)	398 (17%)
Intern	1 (8%)	127 (6%)
Emergency	5 (42%)	120 (5%)
Missing Data	0	175 (8%)
Total	12 (100%)	2,293 (100%)

Figure 32. Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of the end of the 2019-20 school year; OUSD – 2019-20 Teacher Credentials Report available at www.ousddata.org