SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 8.2

Meeting Date: November 2, 2017

Subject: **Consider Resolution No. 2965 and 2966: Initial Charter Petition for Urban Charter Schools Collective: Hidden Figures Academy**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Academic Office

Recommendation: To take action to approve or deny the Initial Charter Petition for Urban Charter Schools Collective: Hidden Figures Academy.

Background/Rationale: Sacramento City Unified School District received Urban Charter Schools Collective: Hidden Figures Academy's initial charter petition on September 8, 2017. The Governing Board held a public hearing in accordance with Education Code Section 47605 (b) to consider the level of support for the initial charter petition of Hidden Figures Academy on September 21, 2017. District staff met with Hidden Figures Academy for a capacity interview on September 20, 2017 and conducted a comprehensive review of the initial charter petition and related submissions. The staff's analysis will be presented for Board Action on November 2, 2017.

Financial Considerations: The financial considerations are outlined within the Executive Summary.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:
1. Executive Summary
2. Resolutions 2965 and 2966
3. Charter Petition (Proposed): http://www.scusd.edu/charter-petitions
4. Appendices (Proposed): http://www.scusd.edu/charter-petitions

Estimated Time of Presentation: 10 minutes
Submitted by: Iris Taylor, Chief Academic Officer
Jack Kraemer, Director
Innovative Schools and Charter Oversight
Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Academic Office

Consider Resolution No. 2965 and 2966: Initial Charter Petition

Board of Education Executive Summary

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In reviewing CELDT results, District Staff have noted that the number of YPSA students reclassified ("redesignated") as English language proficient in years 2014-2015 through 2016-2017, appears to be low, given the high number of English Learners enrolled. (See, additional information received from Petition following submission of Petition)

YPSA's academic achievement data may raise concerns with the District Board, in light of the fact that Petitioner intends to offer a program at HFA similar to the program it now offers to YPSA students. That being said, the Petition notes that "YPSA earned API scores of 752, 806, and 806, respectively, during the final three years of the former state testing program, which ended in 2013." (Petition, p. 8.)

2. *Petitioner Appears to have Limited Middle School Experience*

District Staff note that Petitioner appears to have limited experience operating a middle school. Specifically, the *Roster of Current UCSC Board Members as of July 27, 2017* included in the Petition's appendices lists only three current Board members: Miles E. Myles, Lance Fang, and See Lor. (Appendix B, p. 16) The biographies for Mr. Miles and Mr. Fang do not list any actual middle school teaching or administrative experience. Ms. Lor's biography states that she "was a former Site Instruction Coordinator and Assistant Principal at Will C. Wood Middle School." (*Id*.) Her biography does not indicate how long Ms. Lor held those positions. Petitioner's lack of experience in operating a middle school may be detrimental, particularly in light of the fact that middle schools must prepare students to succeed academically at the high school level.

3. *The Petition Presents an Inadequate Plan to Achieve a Racial and Ethnic Balance*

Pursuant to Education Code section 47605, subdivision (b)(5)(G), Petitioner must include a reasonably comprehensive description of the means by which it will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District. As detailed below, Petitioner's plan does not adequately describe the means by which the Charter School intends to recruit a student population reflective of the population residing within the District.

The Petition includes demographic data for the District, noting that in 2016-2017, the student population in District schools was comprised of 39.49% Hispanic or Latino students, 17.42% White students, 16.58% Asian students, 16.13% African-American students, and 10.4% students from other ethnic groups. (Petition, p. 166; CDE Dataquest, available at: http://dq/cde/ca/gov

YPSA's student population, followed by 8.9% African-American students, and 3.3% White students. Of particular concern, newly updated information indicates that the percentages of African-American and Hispanic or Latino students enrolled in YPSA for 2017-2018 decreased slightly from 2016-2017 (to 8% and 17%, respectively), demonstrating that Petitioner has made little progress in addressing this racial and ethnic imbalance since YPSA's charter was renewed in 2015. (Petition, pp. 27-28, 166-168; CDE Dataquest, available at: http://dq/cde/ca/gov; see also additional data submitted by Petitioner following submission of Petition)

Petitioner projects that a total of 140 incoming 6th and 7th graders from YPSA will enroll in the Charter School in 2018-2019 and that "due to high interest from parents at YPSA, we anticipate that most scholars the first year will come from there." Petitioner acknowledges that if their projection is accurate, the student population at HFA will, like YPSA, be predominantly Asian. (Petition, pp. 27, 168)

In order to address this racial and ethnic imbalance, Petitioner proposes to conduct "a focused campaign" during November through March of each year in neighborhoods of district elementary schools and in district elementary schools with a large percentage of students from groups underrepresented at HFA. (Petition, pp. 168-169) Petitioner includes a detailed analysis of the demographics of District schools with large percentages of students unrepresented in Petitioner's schools, but the Petition is vague as to how the Charter School actually intends to target its recruitment to African-American, Hispanic or Latino, or White students enrolled in the identified schools. (Petition, pp. 171-174) Other elements of the proposed recruitment plan are also vague and undefined, such as: running television or radio interviews and news stories featuring an event at HFA; creating a YouTube channel that would be loaded with content about HFA; and using Facebook and other social media. (Petition, p. 167) Petitioner notes that the Charter School intends to "make use of English language stations and foreign language stations (e.g., Spanish and Hmong)." (*Id.*) However, outside of targeting materials to Hmong and Spanish speakers, no mention is made of producing or distributing materials to other significant language groups represented within the District, including Chinese, Russian, and Vietnamese speakers.

Petitioner notes that if the Charter School is co-located on the campus now occupied by New Technology High School, it may attract pupils who would otherwise attend Sam Brannan or California, the two closest district middle schools—both of which have higher percentages of Hispanic or Latino, African-American, and White students than YPSA. (Petition, p. 28)

Even if the Charter School implements the measures set out in the Petition, if HFA's first year enrollment projections are accurate, only around ten spaces will be available for students coming from outside YPSA in 2018-2019.

recruitment of such a limited number of students from underrepresented ethnic groups will help to correct this imbalance or move HFA in the direction of a racial and ethnic balance compliant with state law. Moreover, this trend is likely to continue during the remainder of the charter term, as Petitioner appears to expect that YPSA will continue serve as "feeder school" for HFA.

The Petition does not include a detailed plan for correcting and monitoring racial and ethnic imbalances, but to their credit, Petitioner intends to meet in April with "those involved in the recruitment process to review the effectiveness of the just completed recruitment season and identify improvements to be used the next year." (Petition, p. 169)

The proposed admissions requirements described in the Petition may also increase the racial and ethnic imbalance at the proposed Charter School. For example, students residing within the District are not given an enrollment preference until "[a]fter the first year of operation and beginning with the lottery for the second year (2019-2020)." (Petition, p. 177) However, "after the first year of operation in 2018-2019, students already attending HFA will be automatically enrolled for the a2:he a2(t)-6(i)-60(y)16(e)-10a9(v)-41(aci)( )] f(ndi)-5icm-2(i 1 Tf 0.0043Tw -13.730 Td [(g8j

123) According to the plan set out at Table 48, a module of *ELD Training (Jo Gusman)* will be provided in the 4th quarter of 2017-2018, but will not be offered again until the first quarter of 2019-2020. *GLAD* training is not offered until the second quarter of 2018-2019. District Staff have also indicated that the plan does not indicate whether professional development training will be aligned to the California ELA/ELD Framework.

The opportunities for professional development in areas related to special education and Section 504 are also limited. During the first two years of operation, trainins0 Tw 9w(3.27nt)-2(i)-2(l)-2(t)-2(he)4(s)-

However, the Bylaws have not been amended to increase the minimum number of Board Directors.

In addition, the Petition says that the UCSC Board will meet at least monthly. (Petition, p. 149) However, the Bylaws provide: “Regular meetings (et)-o. Tw 3.71 03inde814.44 -1.15 Td [(D)-2(i)-6(-15-1(( )]T

1. *The Petition Does Not Contain a Reasonably Comprehensive Description of the Educational Program*

The Petition notes that the Charter School curriculum will have an emphasis on STEAM "using innovative STEAM curriculum from Project Lead the Way (PLTW) and Professor Pod Pi" (Petition, p. 10). The Petition includes proposed daily schedules for 6th, and 7th graders, and a sample Backwards Standards Map ("BSM") for the first quarter of 7th grade. (Petition, pp. 49-50, 53-57.) The Petition also includes outlines of courses of study for ELD, ELA, History, Math, and Science for 6th and 7th grades. (Petition, pp. 64-109). Petitioner states that the HFA curriculum will be aligned with the Common Core State Standards ("CCSS") for ELA; the CCSS and California History-Social Science Framework; the CCSS and Professor Pod Pi curriculum for Math; and the New Generation Science Standards ("NGSS") and PLTW for Science. (*Id*.) All students will also participate in a social action or community service project and daily Taekwondo instruction. However, as detailed below, the Petition's description of the proposed Charter School fails to provide a clear and comprehensive description of certain key aspects of the proposed educational program.

a. Plan for Special Education and Section 504

A charter petition must set out a reasonably comprehensive description of the charter school's plan to serve students eligible for special education and Section 504 services. This plan should assure the chartering authority that the Charter School understands its legal obligations to serve students with disabilities. While the Petition contains broad statements as to the Petitioner's understanding of its legal duties and responsibilities under both the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the entire plan for special education presented in the Petition is *less than two pages in length* and is missing most of the essential elements of a reasonably comprehensive plan, including, but not limited to any substantive discussion of: FAPE, Child Find, assessment, eligibility, the pro[c-it(-10(, i)(om)-2(pr

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described in the Petition, *all students* will be taught specific ELD lessons about how English works" during a designated 20 minute block of instruction in every student's Humanities class each day. (Petition, p. 66.) According to the Petition, the only time that differentiated ELD support would be provided is during twice-weekly 35-minute blocks during W.I.N. time. (*Id.*) The Petition also seems to suggest that standards from Part II of the California ELD Standards would be addressed separately from Part I during W.I.N. time. Except to say that students will

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connection between mathematics, engineering science, computer literacy, and technology.

Measurable outcome: Every scholar will eventually meet or exceed the state Math standards as measured by the CAASSP SBAC or CAA. This may take eight years. Table 51 illustrates our planned progress during the current term of the charter. At the pace described in the table, HFA will reach its goal by 2025-26.

3. *The Petition Does Not Contain a Reasonably Comprehensive Description of the Means to Achieve Racial and Ethnic Balance*

As discussed above in Section III.A.3, Petitioner's recruitment plans fail to adequately identify the means the Charter School will use to ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District.

Staff also has concerns with the Petitioner's outreach to, and recruitment of, students with disabilities, economically disadvantaged students, and other student subgroups. According to the U.S. Department of Education, Office for Civil Rights, charter schools should "recruit [students] from all segments of the community served by the school, including students with disabilities and students of all races, colors and national origins." (United States Department of Education's Office for Civil Rights, Applying Federal Civil Rights Laws to Public Charter Schools (May 2000), https://www2.ed.gov/offices/OCR/archives/pdf/charter.pdf) As discussed in more detail at Section III.A.3, the Petition fails to include any discussion regarding how the Charter School intends to recruit students with disabilities, economically disadvantaged students, and other student subgroups.

4. *The Petition Does Not Include a Reasonably Comprehensive Description of Employee Qualifications*

A charter petition must include the qualifications to be met by individuals to be employed by the school. (Ed. Code, § 47605(b)(5)(E).

The Petition includes a list of minimum qualifications for the position of Principal, but no minimum qualifications are listed for teachers of core academic subjects. (Petition, pp. 155-156) The Petition provides only that teachers are required to hold the appropriate credentials (including authorization to teach English learners), and to have a "working knowledge" of the state's Common Core Standards. (Petition, pp. 156-157) The fact that no relevant teaching experience is required, coupled with the lack of experience of the teachers who signed the Petition, raises concern that the Charter School's teaching staff will not include teachers who are

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2965
RESOLUTION TO APPROVE THE INITIAL CHARTER PETITION OF URBAN CHARTER SCHOOLS COLLECTIVE: HIDDEN FIGURES ACADEMY

WHEREAS, petitioners for Urban Charter Schools Collective ("Petitioners") submitted to

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2966
RESOLUTION TO DENY THE INITIAL CHARTER PETITION OF URBAN CHARTER SCHOOLS COLLECTIVE: HIDDEN FIGURES ACADEMY

WHEREAS, petitioners for Urban Charter Schools Collective ("Petitioners") submitted to Sacramento City Unified School District ("District") an initial charter petition ("Petition"), dated September 8, 2017 for Hidden Figures Academy; and

WHEREAS, the District's Governing Board held a public hearing on September 21, 2017 and took board action on November 2, 2017; and

WHEREAS, the Governing Board has considered the level of public support for Hidden Figures Academy and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged;

WHEREAS, the District staff reviewed and analyzed the Petition and supporting documents for legal, programmatic, and fiscal sufficiency, and has identified deficiencies in the Petition, such that the Petition should be denied;

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby adopts the written Staff Report and Proposed Findings of Fact regarding Hidden Figures Academy;

BE IT FURTHER RESOLVED, that based on the Findings of Fact set forth in the Executive Summary, the petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.