

# Oakland Unified School District

## Office of Charter Schools



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Oakland Unified School District

## Charter Renewal Handbook

### 2018-2019

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## UPDATE

### CHANGES TO CHARTER RENEWAL PREREQUISITES: AB 484 & 97

With the suspension of STAR testing as of 2014 under AB 484 and AB 97, no schools will have API scores for the prior year or two of the past three years. Therefore, Ed. Code 47607(b)(1) through (3) will be moot, and sections (4) and (5) (for schools that qualified for an alternative accountability system) remain the only thresholds to meet for renewal. The charter school's goals as set forth in the LCAP and Measurable Pupil Outcomes (MPOs), as well as its performance on SBAC, will be the primary (but not exclusive) data drivers for the renewal process.

The following section outlines the aforementioned impact to the statutory renewal requirements and highlights in grey the sections that will be applied for the purposes of renewal:

Education Code § 47607 (b) states that once a charter school has been in operation for 4 years, it shall meet at least one of the following criteria prior to being reauthorized pursuant to paragraph 1 of subdivision (a) [of education code § 47607]:

~~(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.~~

~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~

~~(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~

(4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

## **CHARTER RENEWAL REQUIREMENTS**

After a charter school has demonstrated renewal eligibility, the Office of Charter Schools will review the renewal petition application as it has in the past, with the goal of determining whether it is educationally sound, reasonably comprehensive, and likely to be successfully implemented. The Charter School's renewal petition shall contain the following:

- *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (Education Code section 47607(b)(5)(A)(ii))*
- *Measurable pupil outcomes “that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Education Code section 47607(b)(5)(B))*
- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment. (Education Code section 47606.5)*
- *A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5)*

For additional information, please see the “MPOs and LCAP Goals” section of the Charter Renewal Performance Report

## CHARTER RENEWAL FAQ

### **Q1. What is the approval process for charter renewal?**

A. The process includes:

- a. Submission of charter renewal request documents (outlined below) at a regularly scheduled Oakland Unified School District (OUSD) Board of Education Meeting (recommended between October 1 and January 31 of the renewal year)
- b. Public Hearing (within 30 days of charter renewal request submission)
- c. Renewal school site visit and school performance analysis (this may be scheduled in advance of renewal request submission)
- d. District Staff Report and Recommendation
- e. Board of Education Decision Meeting

### **Q2. How long is the charter renewal process?**

A. OUSD Board of Education decision meeting will occur approximately 60 to 90\* days following the submission of a charter renewal submission request.

*\*Parties may **mutually agree** to an extension of up to 30 days, which is universally requested by OUSD in order to complete all staff report processing and meet all internal staff report submission timelines.*

### **Q3. What information should be included in the charter renewal request?**

A. Request for charter renewal should include the following:

1. A cover letter signed by the governing board president or designee authorizing the submission of the charter renewal request to the OUSD Board of Education.
2. A submission of a FULLY UPDATED charter petition in two parts.
  - **PART A:** Final Copy of Renewal Petition with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization, including any District Required Language (see section *OUSD District Required Language*)
  - **PART B:** Red-Line Copy of Original Petition that outlines all changes made to the charter petition since its previous authorization, including any District Required Language (see section *OUSD District Required Language*)
3. A performance report (see section *Charter Renewal Performance Report Guidelines*)
4. A signed Statement of Assurances (see section *Statement of Assurances*)
5. A PowerPoint presentation for the Public Hearing (see question 7 of this section)

#### **Format of Submission:**

- Two (2) hard copies and one (1) flash drive must be submitted containing MS Word and Excel formats (i.e. budget) of documents **AND** one (1) copy of the entire submission, exactly as filed, in PDF format with bookmarks, identical to the table of contents.
- All submissions should be prepared double-sided on plain, 8 ½ x 11" sized paper that is suitable for reproduction
- Use 12-point Times New Roman font and one-inch margins

- The PowerPoint presentation must be submitted in pptx format

**Q4. When should a charter renewal request be submitted to OUSD?**

A. Charter renewal requests are encouraged to be submitted from October 1–January 31 of the academic year in which the charter expires. Following January, it will be difficult to complete the charter renewal process and possible appeals prior to the charter expiration date.

Q. How early can a school submit a charter renewal petition?

A. A charter renewal request may not be submitted prior to **270 calendar days** before the charter expiration date. The earliest Board of Education meeting at which a renewal request for a school may be submitted will be the first regularly scheduled OUSD Board of Education meeting in October of the charter renewal year.

Q. How late can a school submit a charter renewal petition?

A. Schools are encouraged not to submit later than **150 calendar days** prior to expiration to allow for access to the appeals process at the County and State level, if necessary.

**Q5. How does a charter school submit a charter renewal request to the OUSD?**

A. Charter renewal requests must be filed at a regularly scheduled OUSD Board of Education meeting. The District Legislative Calendar can be found at <http://bex.ousd.k12.ca.us/CALENDAR.htm>.

At the Board meeting at which you will submit your complete charter renewal request, including three (3) hard copies in binders and one (1) electronic copy on a flash drive, you should expect to do the following:

1. Submit a speaker card for the agenda item entitled **“Public Comment”**
2. When your name is called, you will bring your charter renewal request documents to the podium and essentially state: **“Good evening Oakland Unified School District Board of Education. My name is [Proposed Petitioner] and I am submitting a charter petition and renewal request on behalf of [Name of Charter School] for your approval.”** (Insert actual petitioner and school name.)
3. You will then hand to the Board secretary or their assistant the submission of all required documents (2 hard copies and 1 soft copy on flash drive).

Please see the following link for an update on the agenda 72 hours in advance of the meeting at which you intend to submit: <http://ousd.legistar.com/Calendar.aspx>.

**Q6. What happens after the school submits its charter renewal request?**

A. A Public Hearing is scheduled by the OUSD Board of Education office. This Public Hearing will be held no later than 30 days after the petition submission at a regularly scheduled OUSD Board of Education meeting, to the extent allowed by the Board’s meeting schedule. District staff will develop a Staff Report and Recommendation that will be presented to the Board of Education for decision-making at the determination meeting.

**Q7. What is the purpose of a Public Hearing?**

A. A Public Hearing occurs during an OUSD Board of Education meeting that allows the public to speak regarding the charter school’s charter renewal request. Interested parties are provided an

opportunity to comment to the District Board of Education regarding their support of or opposition to the charter renewal request.

The school will be allotted 15 minutes to make its presentation. Speaker cards are not required to be submitted for the 15-minute presentation. **If there are additional speakers** who wish to speak that are not part of the formal presentation of the school, please note that they must submit speaker cards. **Additionally, please note that while the time of the Public Hearing is listed in the Public Hearing Notice, the actual time may occur later in the agenda depending on the pace of the meeting.** Please take this into consideration with respect to reading material you may wish to bring, as well as in selecting your invited presenters.

Schools that wish to present a PowerPoint presentation during the Public Hearing must provide a copy of the PowerPoint presentation to the Board Office **on the same date as the charter renewal petition submission**. You may email the PowerPoint in pptx format to [Edgar.Rakestraw@ousd.org](mailto:Edgar.Rakestraw@ousd.org), [Linda.Floyd@ousd.org](mailto:Linda.Floyd@ousd.org), and **please also copy Office of Charter School staff** whose updated contact information can be found at <https://www.ousdcharters.net/contact-us.html>). The PowerPoint presentation should also be included in the flash drive submitted.

**Q8. How is the renewing school evaluated?**

A. The Office of Charter Schools uses the Charter Renewal Standards Rubric (see section *Charter Renewal Standards Rubric*) when it conducts a Renewal School Site Visit and School Performance Analysis of the requesting charter school. District staff will conduct a two (2) day School Site Visit, the goals of which are to corroborate and augment the written charter renewal request submitted by the school through interviews, focus groups, classroom observations and a review of selected documents and materials.

The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal request of the charter school. Based on the review of the school's charter renewal request, the findings of the Renewal School Site Visit, the School Performance Analysis, and other relevant information, a recommendation will be made to the OUSD Board of Education. The Board of Education makes the final decision.

**Q9. When does the Renewal School Site Visit occur?**

A. The formal evaluation process begins in the fall of the renewal year. Actual site visits **may likely occur prior to submission** of the charter renewal request by the school based on scheduling needs. Attempts are made to schedule the site visits based on each school's projected date of their charter renewal request submission. The site visit may require up to three days.

**Q10. May the public (including school representatives) speak at the OUSD Board of Education meeting during which a final decision is made?**

A. Yes. Speakers must submit a speaker card prior to the agenda item introduction. The Office of Charter Schools recommends that a school representative be present to answer questions that may surface from the OUSD Board of Education discussion of the charter renewal request. Please note that this is not an appropriate venue for the presentation, which is designed to occur at the Public Hearing.

**Q11. Who makes the final decision?**

A. A draft of the Office of Charter Schools' Staff Report and Recommendation must be submitted to the OUSD Board of Education Secretary prior to a final decision. The final decision will be made by the

OUSD Board of Education at a regularly scheduled OUSD Board of Education meeting by the statutory deadline.

**Q12. What happens if a charter renewal is denied?**

A. A charter school has two options:

1. If the school chooses not to pursue an appeal, it must cease operation on the last day of the charter term. The District will enact closure procedures at that time.
2. The school may choose to appeal the OUSD Board of Education decision to the Alameda County Board of Education.

**Q13. What are the charter school's options if the charter renewal request is denied?**

A. If the charter renewal request is denied, a school may contact the Alameda County Office of Education for guidelines with respect to the charter appeals process. If that appeal effort is unsuccessful, then the denied petition may be further submitted to the State Board of Education for consideration. District staff may be asked to attend the appeal hearings to speak on behalf of the District's Board of Education decision at the county and state level.



## CHARTER RENEWAL PROTOCOL

### ***Legislature's Intent***

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 rule-based to performance-based accountability systems."* Education Code § 47601(f)

In addition, the Charter Schools Act (Education Code § 47601) seeks to:

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

*(c) Encourage the use of different and innovative teaching methods.*

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system...*

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public school*

## OUSD BOARD POLICY

### BP 0420.4 - Philosophy, Goals and Objective; Charter Schools

*...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program...*

*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.*

**Implications:** It is therefore critical on the part of the charter school requesting a charter renewal to prepare and submit a performance report that includes reporting of the school's fiscal accountability systems, the school's public governance systems, the various measures used to evaluate the effectiveness of the school's educational program - including all assessments outlined in the school's charter, as well as all relevant student performance data.

## CA STATUTE

### ***Role of the Renewal Protocol***

A charter renewal request is expected to be evaluated based on criteria set forth in Education Code § 47605(b). (*Excerpt follows...*)

*...The governing board of the school district 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** [emphasis added]. 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...*

*(5) The petition does not contain reasonably comprehensive descriptions [of the 15 required elements.]*

*(6) The petition does not contain 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 Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

Because a renewal request involves a school with a track record of performance, the “**sound educational program** and **capacity for implementation** will be assessed against the past performance of the existing charter school, taking into consideration the school’s plans for a future charter term.

## OVERVIEW OF THE CHARTER RENEWAL STANDARDS

A charter school requesting renewal will be assessed according to the following Charter Renewal Standards:

- I. Is the school Academically Sound?
- II. Is the school an Effective, Viable Organization?
- III. Has the school been Faithful to the Terms of its Charter?

In addition to the three areas above, evaluation of a charter school renewal request will take into consideration its plans for a future charter term as described in the renewal petition pursuant to the questions asked in Education Code § 47605(b)(5):

- IV. Are the school's plans for a future charter term Reasonably Comprehensive?
  - Does the renewal petition contain reasonably comprehensive descriptions of the required elements?
  - Does the renewal petition contain the required affirmations and assurances?

If a school is deemed academically sound in all four areas above, the Office of Charter Schools will recommend renewal of its charter. However, Charter Renewal decision-making authority is ultimately held by the Oakland Unified School District Board of Education.

### **RENEWAL STANDARD I: IS THE SCHOOL ACADEMICALLY SOUND?**

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

A. **Outputs** are *Academic Achievement Levels* that include:

- Performance on Measurable Pupil Outcomes
- Performance in comparison to schools that students would have otherwise attended

For the purposes of **comparing** charter school performance to other public schools' performance, state standardized test results will be used. Comparison schools will be selected based on similar rates of students who are eligible for Free or Reduced Price Meals.

B. **Inputs** are the school's *Educational Program* offerings that will be evaluated using Charter Renewal Standards Rubric, Criteria #1-3 (see section *Charter Renewal Standards Rubric*).

### **RENEWAL STANDARD II: IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?**

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

This area will be evaluated using Charter Renewal Standards Rubric, Criteria #4-5 (see section *Charter Renewal Standards Rubric*).

**RENEWAL STANDARD III: HAS THE SCHOOL BEEN FAITHFUL TO THE TERMS OF ITS CHARTER?**

This area will be evaluated based on the overall assessment of the school’s performance in relation to its charter, with special attention paid to:

- Adherence to the proposed Educational Program
- Pursuit of “Measurable Pupil Outcomes”
- Compliance with regulatory Elements

The inquiry conducted here will look at the implementation of the charter terms. Where the school has deviated, the review will look at the extent to which the deviation had a positive or negative impact on the school’s attempt to achieve its stated goals.

This evaluation will involve a review and analysis of all relevant sections of the school’s charter, in conjunction with the renewal school site visit and records on file with the Office of Charter Schools for the duration of the charter term.

**RENEWAL STANDARD IV: ARE THE SCHOOL’S PLANS FOR A FUTURE CHARTER TERM “REASONABLY COMPREHENSIVE”?**

This area will be evaluated based on an analysis of the submitted renewal charter petition to ensure that:

- a) The petition contains reasonably comprehensive descriptions of the 15 required elements;
- b) The petition includes OUSD District Required Language (see section *OUSD District Required Language*) and language required by new laws and regulations, including affirmations and assurances, enacted since the previous charter authorization;
- c) Major revisions to the previous charter are accounted for and assessed; and
- d) Proposed actions to remediate shortcomings in the school’s performance are accounted for and assessed.

## CHARTER RENEWAL REQUEST TIMELINE

Process Step	Timeline
<p><b>Submission of Charter Renewal Request</b></p> <p>A charter school submits a request for renewal of the charter to the OUSD Board of Education. See section <i>Charter Renewal Submission Requirements</i>.</p>	<p>Submissions must be made at a regularly scheduled OUSD Board of Education meeting during public comment. <b>Submissions are to occur no sooner than 270 days and no later than 150 days prior to expiration of the charter, ideally between October 1 and January 31.</b></p>
<p><b>Renewal School Site Visit &amp; Performance Analysis</b></p> <p>This is the evaluation of the requesting school. District staff will conduct a two (2) day site visit of the requesting school as well as analyze performance data. Goals of the renewal site visit are to corroborate and augment the written request through interviews, observation, and a review of documents and materials.</p>	<p>Site visits to occur in the Fall, <b>likely prior to submission</b> of the charter renewal request.</p>
<p><b>Public Hearing</b></p> <p>The school makes a presentation to the OUSD Board of Education, and interested parties are provided an opportunity to comment on the renewal request of the charter school.</p>	<p>Pursuant to statute, the Public Hearing occurs within 30 days from the date of submission.</p>
<p><b>Staff Report &amp; Recommendation</b></p> <p>The Office of Charter Schools is responsible for conducting the due diligence necessary to make a recommendation to the OUSD Board of Education regarding the renewal of the charter. Based on a review of the school’s request for renewal, the findings of the renewal site visit and performance analysis, and other relevant information, a recommendation will be made to the OUSD Board of Education.</p>	<p>The staff report and recommendation is posted on Legistar for public viewing in accordance with the Brown Act.</p>
<p><b>Board of Education Votes</b></p> <p>The OUSD Board of Education votes on the renewal of the charter.</p>	<p>Decision-meeting to occur approximately 60-90 days* following the submission of charter renewal request.</p> <p>* Charter law allows for a mutually agreed upon 30 day extension from 60 to 90 days. This additional time is necessary for allowing adequate flexibility with the scheduling of all of the above renewal activities.</p>

## CHARTER RENEWAL SUBMISSION REQUIREMENTS

All submissions should be prepared double-sided on plain, 8 ½ x 11” sized paper that is suitable for reproduction. The documents should be written using 12-point Times New Roman font and include one-inch margins.

At the time of submission, provide two (2) hard copies and one (1) flash drive containing MS Word and Excel formats (i.e. budget) of the documents **AND** one (1) copy of the entire submission, exactly as filed, in PDF format with bookmarks, identical to the table of contents.

Complete submissions **must include all of the following documents:**

- A cover letter signed by the governing board president or designee authorizing the submission of the charter renewal request to the OUSD Board of Education.
- Final Copy of Renewal Petition with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization, including any District Required Language (see section *OUSD District Required Language*)
- Red-Line Copy of Original Petition that outlines all changes made to the charter petition since its previous authorization, including any District Required Language (see section *OUSD District Required Language*)
- Charter Renewal Performance Report (see section *Charter Renewal Performance Report Guidelines*)
- Signed Statement of Assurances (see section *Statement of Assurances*)
- PowerPoint Presentation for the Public Hearing (see question 7 of section *Charter Renewal FAQ*)

## CHARTER RENEWAL STANDARDS RUBRIC

The Oakland Unified School District Charter School Renewal Quality Review (CSRQR)\* is designed as an evaluation of a charter school's progress in meeting a defined set of standards over the course of the charter term. *The data for the CSRQR is collected from school site visits and data analysis protocols held by the school sites.* It also provides:

- additional qualitative and quantitative information upon which charter renewal decisions will be made;
- a structured opportunity for program review;
- an opportunity for the school to engage in self-evaluation and to assess its own progress towards meeting school-wide performance goals; and
- a springboard for school improvement planning.

The CSRQR assesses the following Renewal Standards:

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

Each Renewal Standard has a set of criteria, which can be found in the rubric on the following pages.

*\* CSRQR was developed with the influence of the California Charter Schools Association's Quality Standards for Charter School Operations used for Charter School Certification.*



## **MAKING CONSISTENT JUDGMENTS**

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative to recognize that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of (5) represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its program without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is ***excellent***.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of (4) may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this program can be sustained at a level that positively impacts student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The QI for this element is ***proficient***.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of (3) will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***underdeveloped***.
- An evaluation of **(2)** applies to schools where program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is ***inadequate***.
- An evaluation of **(1)** applies when there are major weaknesses in the program element, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for the program element evaluated unsatisfactory will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this program can be sustained or implemented by the school to positively impact student experiences. The QI for this element is ***unsatisfactory***.

## **CRITERIA 1: IMPROVING STUDENT ACHIEVEMENT**

A charter school 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, state and federal performance standards, and closing achievement gaps of students.

#	<b>Criteria for judging <u>Improving Student Achievement</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>
1.1	<i>Demonstrates high expectations for student achievement</i>	High levels of student academic attainment and achievement are expected throughout the entire school. These high expectations are reflected in the school curriculum which: a) provides rich content and strong vocabulary 2) clearly identifies essential and enduring knowledge, and 3) provides assessments that effectively support students' long-term mastery of essential knowledge. The curriculum is structured in a coherent grade-by-grade sequence to prepare students for lifelong learning, careers, and active citizenship.	While teachers and staff recognize the importance of high expectations, the curriculum is not structured for high academic performance nor the attainment of essential and enduring knowledge. Curriculum is loosely structured and non-sequential. There is little relevancy or connection to lifelong learning.
1.2	<i>Provides a challenging and coherent curriculum for each individual student</i>	The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.
1.3	<p><i>Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students</i></p> <p>During classroom observations, this criteria will be evaluated using the following indicators:</p> <ul style="list-style-type: none"> <li>• Materials and Resources (Standard 2D*)</li> <li>• Lesson Objective/Rigor and Challenge (Standard 3A*)</li> <li>• Student Engagement/ Participation (Standard 3C*)</li> </ul> <p>* View the <a href="#">Office of Charter Schools Effective Teaching Framework</a> for the three (3) indicators above.</p>	Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter.	Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.

#	Criteria for judging <b>Improving Student Achievement</b>	Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b>	Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b>
1.4	<i>Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement</i>	Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.	Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.
1.5	<p><i>Promotes academic risk-taking by supporting students in a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism</i></p> <p>During classroom observations, this criteria will be evaluated using the following indicators:</p> <ul style="list-style-type: none"> <li>• Teacher to Student Interactions (Standard 2A*)</li> <li>• Behavior Expectations (Standard 2C*)</li> <li>• Response to Behavior (Standard 2C*)</li> </ul> <p>* View the <a href="#">Office of Charter Schools Effective Teaching Framework</a> for the three (3) indicators above.</p>	The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff.	The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time.
1.6	<i>Productively engages parental and community involvement as a part of the school's student support system</i>	Students, parents, and community members are involved as part of the overall school's support system to ensure student achievement. The governing board and school leadership actively engage parents, staff and students around stated academic goals. Partnerships with outside bodies are routinely used to address problems preventing students from achieving academic goals. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve.	Communication and solicitation for community involvement in the school is limited or non-existent. Limited partnerships with outside bodies exist for student's benefit. Parents are provided information about student progress through progress reports and report cards; but little is done to fully engage parents supporting their child's academic success.

#	Criteria for judging <b>Improving Student Achievement</b>	Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b>	Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b>
1.7	<i>Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals</i>	Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law.	School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer.

**CRITERIA 2: STRONG LEADERSHIP**

The leaders of a charter school 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.

#	<b>Criteria for judging <u>Strong Leadership</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>
2.1	<i>Effectively communicates and engages stakeholders in the mission and vision of the school</i>	The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.	Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school’s mission and vision are known and understood by few of the school’s stakeholders.
2.2	<i>Generates and sustains a school culture conducive to staff professional growth</i>	The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth.	Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth.
2.3	<i>Treats all individuals with fairness, dignity and respect</i>	School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment.	There are gaps in communication in the school. Policies regarding equal opportunity and unlawful harassment are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.

**CRITERIA 3: A FOCUS ON CONTINUOUS IMPROVEMENT**

A charter school 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.

#	Criteria for judging the <u>Focus on Continuous Improvement</u>	Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u>	Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u>
3.1	<i>Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year</i>	An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. re-teaching, change grouping practices, targeted interventions or enrichment, etc.).	Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data.
3.2	<i>Establishes both long and short-term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program</i>	The governing board and school leadership engage in a collaborative process, with stakeholder input, to create a strategic plan and set clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly.	The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited.

#### **CRITERIA 4: RESPONSIBLE GOVERNANCE**

A 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. Governing board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

#	Criteria for judging <b>Responsible Governance</b>	Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b>	Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b>
4.1	<i>Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate</i>	The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. Schools with multiple sites have comprehensive and effective monitoring systems established for ensuring that those sites meet the charter’s mission and goals. School leadership has developed policies and specific training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students and parents. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear.	Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented.
4.2	<i>Consistently engages in timely reporting of required information to the District, the County, and the State</i>	The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school’s fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU’s, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.	There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.
4.3	<i>Ensures that policies and practices are implemented in a fair and consistent manner</i>	The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear and address the disqualification of a board member or employee. The school’s governance policies are organized and are easily accessible to the public.	Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Policies are not readily available or accessible to the public and stakeholders. Process for conflict resolution is not well understood and/or consistently implemented.

#	Criteria for judging <u>Responsible Governance</u>	Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u>	Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u>
4.4	<i>Maintains effective and active control of the charter school and seeks input from impacted stakeholders.</i>	Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation.	Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate.
4.5	<i>Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation</i>	The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent implementation and to identify areas for improvement.	Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.
4.6	<i>Enacts policies that respect diversity and implements practices that are inclusive of all types of learners</i>	School administration implements effective programs and policies that enable all students to be effectively served. The school develops and creates policies that do not discriminate against students based on race, creed, color, religion, gender or orientation. The school supports specialized populations, particularly special education and second language learners.	Minimum supports and interventions are in place to meet the needs of special student populations. Supports for specialized populations are not aligned to the core curriculum. Policies regarding diversity in the school student and staff population exist but are not consistently followed.
4.7	<i>Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations</i>	Board is actively engaged in hiring school leader, based on identified skills, knowledge and personal qualities aligned with the school's mission and vision, and/or strategic planning document. Staff and families are involved in identifying leader qualities and invited to participate in the selection through a process developed by the board. The school's strategic plan and/or mission and vision guide the identification of key goals for the school leader, with thorough performance review conducted at least annually.	Board members select a school leader based on general criteria developed without reference to specific organizational goals. Staff and families are not meaningfully involved in the selection process. School leader is not evaluated on a regular basis by the governing board; no format or process is in place for evaluation.



**CRITERIA 5: FISCAL ACCOUNTABILITY**

A charter school 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, state and federal performance standards, and closing achievement gaps of students.

#	<b>Criteria for judging <u>Fiscal Accountability</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>
5.1	<i>Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals</i>	The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities.	Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.
5.2	<i>Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability</i>	Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.

#	<b>Criteria for judging <u>Fiscal Accountability</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 5</u></b>	<b>Quality of element broadly equivalent to the following would be assessed at <u>Level 2</u></b>
5.3	<i>Conducts an annual financial audit which is made public</i>	<p>The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller’s Office). The school’s audit is performed in accordance with generally accepted auditing standards to ensure that the school’s finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school’s ADA and reports these findings in the audit report.</p> <p>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.</p> <p>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school’s corrective action in response to any audit exceptions.</p>	Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.
5.4	<i>Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance</i>	School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school’s long-term sustainability.	School has set no overall goal or plan for enrollment Stability or growth. School’s enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board.

# CHARTER RENEWAL PERFORMANCE REPORT

**Guidelines**

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school’s charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an “X” in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools staff (contact information is available at <https://www.ousdcharters.net/contact-us.html>) via e-mail in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. **The final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

<b>1. How effective is your school overall?</b>						
<b>Evaluation:</b>	1	2	3	4	5	
Unsatisfactory						Excellent
How do you know?						
What are its notable strengths?						
What are the main priorities for improvement?						

<b>2. How well is the school regarded by its students and parents?</b>						
<b>Evaluation:</b>	1	2	3	4	5	
Unsatisfactory						Excellent
How do you know?						

What do (a) students and (b) parents most like about the school?

What do they feel needs improvement, and what action is being taken?

**3. How well do students achieve?**

<b>Evaluation:</b> Unsatisfactory	1	2	3	4	5	Excellent

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

**4. How effective is the quality of instruction, including teaching, learning and curriculum?**

<b>Evaluation:</b> Unsatisfactory	1	2	3	4	5	Excellent

How do you know?

Which are the strongest features of teaching and learning, and why?

What aspects of teaching and learning most need improvement, and what action is being taken?

5. How effective are the professional development opportunities provided to teachers and administrators?						
Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory					
<p>How do you know?</p> <p>Which are the strongest features of professional development, and why?</p> <p>How are professional development activities selected and evaluated?</p> <p>What aspects of teaching and learning most need improvement, and what action is being taken?</p>						

6. How effective is the assessment of student learning?						
Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory					
<p>How do you know?</p> <p>What are the strongest features of assessment?</p> <p>What aspects need improvement, and what action is being taken?</p>						

7. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?						
Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory					
<p>How do you know?</p>						

What are the strongest aspects of the efforts to recruit a diverse student population?

What aspects need improvement, and what action is being taken?

<b>8. How effective are the leadership and management of the school?</b>						
<b>Evaluation:</b>	1	2	3	4	5	
Unsatisfactory						Excellent
<p>How do you know?</p> <p>How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?</p> <p>What steps are taken if school administrators and teachers are not effectively implementing the curriculum?</p> <p>Which aspects of leading and managing the academic performance of the school work best, and why?</p>						

<b>9. How well does the charter school collaborate with parents to encourage active participation in their student’s education?</b>						
<b>Evaluation:</b>	1	2	3	4	5	
Unsatisfactory						Excellent
<p>How do you know?</p> <p>Which are the strongest features, and why?</p> <p>What most needs improvement, and what action is being taken?</p>						

<b>10. How effectively does the school community analyze and use school-wide data for continuous improvement?</b>						
<b>Evaluation:</b> Unsatisfactory	1	2	3	4	5	Excellent
How do you know?						
To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?						
Describe how the school is training administrators and teachers to understand and use assessment data.						
To what extent are parents and students informed of student performance data individually and schoolwide?						
What most needs improvement, and what action is being taken?						

<b>11. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?</b>						
<b>Evaluation:</b> Unsatisfactory	1	2	3	4	5	Excellent
How do you know?						
Which are the strongest features, and why?						
What most needs improvement, and what action is being taken?						

**12. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation?**

<b>Evaluation:</b> Unsatisfactory	1	2	3	4	5	Excellent

How do you know?

Which are the strongest features, and why?

What most needs improvement, and what action is being taken?

**13. How effective is the governing board of the school?**

<b>Evaluation:</b> Unsatisfactory	1	2	3	4	5	Excellent

How do you know?

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

How effectively does the governing board work with the school leader/s and parents?

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

What are the notable features of the governing board in the school?

What aspects of the governing board most need improvement, and what action is being taken?



14. How effective is the school at involving parents, teachers, and community members in the governance of the school?						
Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory					
How do you know?						
Which are the strongest features, and why?						
What most needs improvement, and what action is being taken?						

15. How effective is the school at ensuring fiscal soundness and legal compliance?						
Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory					
How do you know?						
Describe what policies are in place to ensure fiscal soundness and legal compliance.						
Which are the strongest features, and why?						
What most needs improvement, and what action is being taken?						

16. What are the most significant aids and/or barriers to raising student achievement?	
Which are the strongest features, and why?	
What most needs improvement, and what action is being taken?	

## CHARTER RENEWAL DATA DOCUMENT

### **Financial Information** (for Year 5 of current charter term)

Total Operational Budget		Per Student Revenue	
Total Expenditure		Expenditure Per Student	
Balance brought forward from previous year		Projected balance carried forward to next year	

### **Special Populations** (for each year of current charter term)

Subgroup	Number of Enrolled Students in Subgroup					Percent of Enrolled Students in Subgroup				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
FRPM-Eligible/ Economically Disadvantaged										
English Learners										
Students with Disabilities										

\* If official data for this year is not yet available, please provide the most updated unofficial number.

### **Pupil Mobility**

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission										
Students who left the school other than at the usual time of leaving										

\* Enter most recent data available.

### **Enrollment and Attendance** (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment*					
Attendance Rate**					

\* As of CBEDs census date. For Year 5, if CBEDs census data has not yet passed, enter most recent enrollment data available.

\*\* Enter year-end attendance rate. For Year 5, enter attendance rate to date.

**Enrollment** (for Year 5 of current charter term)

Subgroup	<u>Number</u> Enrolled	<u>Percent</u> of Total Enrollment
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native American or Alaskan Native		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Not Reported		
Male		
Female		
Homeless Students		

**Discipline** (for Year 4 of current charter term)

Subgroup	# of Suspensions	# of Expulsions
Schoolwide		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native American or Alaskan Native		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Not Reported		
Male		
Female		
Homeless Students		
English Learners		
Students with Disabilities		

**Lottery/Waitlist Information**

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist
<i>EXAMPLE (add rows as necessary to capture all grade levels served)</i>	4/1/18	6	180	100	80
		7	115	100	15
		8	105	100	5
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					

**Graduation Information (High Schools only)**

	Year 1	Year 2	Year 3	Year 4*
Cohort Graduation Rate				
Cohort Dropout Rate				

\* If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

**Post-Graduation Plans (High Schools only)**

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college				
% attending 2-year college				
% attending vocational/technical training				
% joined military				
% working exclusively				

**Teacher Recruitment/Retention (for each year of current charter term)**

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers					
# of new classroom teacher hires					
# of classroom teachers retained from prior year					
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)					
# of currently vacant classroom teaching positions (FTEs)					

**ELA SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)**  
 Please note, data is only required for subgroups that had at least 11 students with ELA SBAC scores for a given year.

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native American or Alaskan Native				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
English Learners				
Students with Disabilities				
Economically Disadvantaged				

**Math SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)**  
 Please note, data is only required for subgroups that had at least 11 students with Math SBAC scores for a given year.

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native American or Alaskan Native				
Native Hawaiian or Pacific Islander				

White				
Two or More Races				
English Learners				
Students with Disabilities				
Economically Disadvantaged				

## MPOS AND LCAP GOALS

### ***Measurable Pupil Outcomes (MPOs)***

Insert the MPOs for the charter term under review (i.e. 2014-15 thru 2018-19). If the Collective MPOs were adopted, this section should include two sets of charts.

If the Collective MPOs were adopted starting for 2015-16. The first chart should include the data for the former MPOs for the first year of the charter term (2014-15). For each MPO in this chart, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please indicate as much and provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

The second chart should include the data updates for the Collective MPOs for the subsequent years of the charter term (i.e. 2015-16 thru 2018-19). Some data may not yet be available for 2018-19, but please **be sure to include all available data for each year.**

### ***Local Control and Accountability Plan (LCAP) Goals***

In regard to the school’s LCAP goals that have been in place, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

## FACILITIES AND FUTURE PLANS

<b>FACILITIES ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)</b>
<b>Please respond to the following:</b>
<p>Does your lease extend through the end of your requested charter term?</p> <p>If the lease does not extend though the end of your charter term, please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> <li>• A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> <li>• A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely</li> </ul>
Describe the condition of your current facility.
What procedures are in place for handling facility repairs?
Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

<b>FUTURE PLANS</b>
<b>Please respond to the following:</b>
<i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.
<p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> <li>• Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.</li> <li>• In order to have the material revision to your charter approved, your school needs to:               <ul style="list-style-type: none"> <li>○ State the revision(s) the school’s governing board wishes to make to the charter.</li> <li>○ Describe the reasons for the request(s).</li> <li>○ Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing,</li> </ul> </li> </ul>



governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

# CHARTER RENEWAL SCHOOL SITE VISIT GUIDELINES

## **CHARTER RENEWAL DOCUMENTS**

At the start of the school site visit, please provide **one (1) electronic copy of the following materials on a flash drive**. Please make sure to clearly identify each file according to the numbering below.

1. The school's current charter.
2. Unaudited actuals submitted in September.
3. The budget report approved in June and submitted in July.
4. Current Copy of Suspension/Expulsion Policy and Procedures.
5. Current Copy of Parent/Community Complaint Procedures.
6. Current Parent/Student/Family Handbook.
7. Current Admissions Policy.
8. Current Attendance Policy.
9. Current Student Retention/Promotion Policy.
10. Current SPED and 504 Policies.
11. Current copy of Certificate of Occupancy/Conditional Use Permit (for schools not in OUSD facilities).
12. Current Governing Board Roster with officers and committees indicated
13. Current Governing Board Bylaws.
14. Agendas and Minutes of all Governing Board and Board committee meetings for the past five (5) meetings.
15. Document indicating loans, notes, or any indebtedness.
16. Employee Handbook.
17. Agendas and Minutes of three (3) most recent faculty meetings.
18. Most recent Fire/Safety Inspection.
19. Strategic/Long-term Plan.
20. School Improvement Plan from previous year and for current year.
21. All previously contracted third party review reports.
22. Parent/teacher/student surveys and results from most recent survey.
23. Fiscal Management Policies

## **CHARTER RENEWAL REVIEWER FOLDER**

At the start of the school site visit, please provide **two (2) hard copies of the following materials**.

1. The daily bell schedule
2. Staffing spreadsheet, including teacher names, subject/grade levels teaching, and room numbers
3. Map of the classrooms, including teacher names, subject/grade levels teaching, and room numbers
4. Roster of parent organization(s) and meeting schedule(s)
5. Sample student report cards

**CHARTER RENEWAL SCHOOL SITE VISIT SCHEDULE**

During the two (2) day school site visit, the review team will aim to get to know as much about the school as possible in the time available. The review team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, focus groups with teachers, students, parents, governing board, and other members of the school community. This first-hand evidence, coupled with the evidence gathered over the term of the charter, provides the team with a thorough understanding of the school’s program and operations and the quality thereof.

A note about focus groups: Please ensure that your focus groups contain a reasonably representative group of your school’s stakeholders featuring members with differing viewpoints and backgrounds. Please refer to the chart below for recommendations regarding the composition of the focus group.

<b>Focus Group</b>	<b>Recommended Number of People</b>
Board & Home Office	4-5 people who can answer questions regarding budgets, finance, and governance
Teachers, Students, & Families	1-2 per grade level; maximum of 10 people

Below is a sample school site visit schedule. We ask that you revise the schedule to reflect your school’s schedule, making sure to include all of the listed components. Please email a draft of this schedule to the Office of Charter School staff (whose contact information is available at <https://www.ousdcharters.net/contact-us.html>) no later than two (2) weeks prior to your scheduled school site visit. We will review the draft and follow-up if changes are necessary.

<b>Two-Day School Site Visit Schedule (Sample)</b>		
<b>Schedule</b>	<b>Day 1</b>	<b>Day 2</b>
9:00-9:30	Meet with School Leader	Meet with School Leader/Class Visits
9:30-10:00	Team Work Time	Team Work Time
10:00-12:00	Class Visits	Class Visits
12:00-1:00	Teacher Focus Group (Lunch with Teachers*)	Student Focus Group (Lunch with Students*)
1:00-2:00	Governing Board & Home Office** Focus Group	Parent Focus Group
2:00-3:00	Class Visits	Class Visits
3:00-3:30	Meet with School Leader	Meet with School Leader

*\*Please ensure lunch is set up prior to the designated interview time and that adequate coverage has been scheduled for teachers.*

*\*\*Applies only to CMO schools with a Home Office component*

## OUSD DISTRICT REQUIRED LANGUAGE

Please follow the instructions below:

- Visit the following link to view the most current version of the OUSD District Required Language (DRL): <http://www.ousdcharters.net/charter-renewalrevision.html>
- Place the DRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the DRL, including the statutory language for each Element.
- As shown here, please highlight all DRL in gray to facilitate easy identification of the DRL within the petition.
- **Do not add, delete, or change any provision of the DRL.**
- **Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions of the DRL.**
- Note that Element 11 does not include DRL other than its heading.

Please note that use of the DRL does not constitute an assurance or guarantee that the Board of Education will grant the petition. The Office of Charter Schools will evaluate the Petition according to the criteria set forth in Education Code section 47605, and the Board may deny the petition if it finds any of the following: “(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 [required] number of signatures; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605] (d); and (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(Q).]”

The DRL is intended to constitute a minimum threshold for eligibility for submission, not a guarantee that the petition will be granted.

## STATEMENT OF ASSURANCES

Please follow the instructions below:

- Visit the following link to view the most current version of the Statement of Assurances: <http://www.ousdcharters.net/charter-renewalrevision.html>
- Include the Statement of Assurances in the charter renewal submission\*.
- **Do not add, delete, or change any provision of the Statement of Assurances.**
- **Ensure that all other provisions in the charter petition do not contradict and are otherwise consistent with the provisions included in the Statement of Assurances.**

*\*Please note, this form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.*