



CALIFORNIA
CHARTER
AUTHORIZING
PROFESSIONALS

The Authorizer Survey Results

A National Dissemination Grant Project, Tri-State Alliance

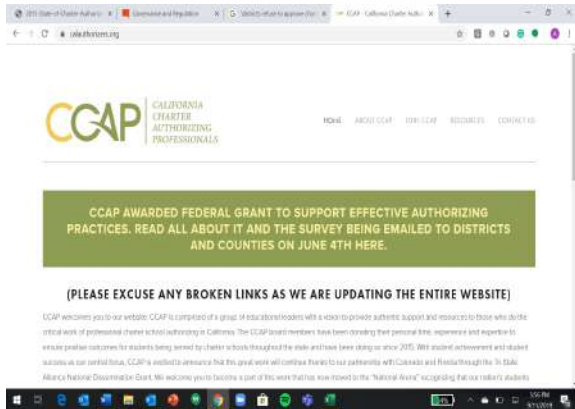
Violet Gutierrez, CCAP Board President
Victor F. Torres, CCAP Executive Director
Dr. Alex Medler, CACSA Executive Director



The National Dissemination Grant Project: The Alliance

The Tri-State Alliance to Improve District-Led Charter Authorizing

Created by local state associations of district authorizers to help districts in CA, CO, and FL address these challenges



An Overview

The National Dissemination Grant

Source: Federal Charter Schools Program (CSP)

Recipient: CSI is grant recipient and fiscal agent

Grant Period: Three-Year

Total Funding: \$2,669,053

Primary Partnership: State-Based Authorizing Associations:

- CCAP
- CACSA
- FACSA

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Project Goals

1 Strengthen district's authorizing practices

2 Improve Access, Services, and Outcomes for Disadvantaged Students, including SPED and EL

3 Engage more districts in each state, especially small, rural, and those with problematic schools

4 Support states outside the Tri-State Alliance



State Objectives by Year

	Year 1	Year 2	Year 3
Authorizer Practices	<ol style="list-style-type: none"> 1. Analysis of needs and current materials 2. Priorities identified 	<ol style="list-style-type: none"> 1. 2 materials 2. Professional opportunities created 	<ol style="list-style-type: none"> 1. 4 materials (total) 2. 4 professional opportunities provided
Disadvantaged Students	<ol style="list-style-type: none"> 1. Analysis of barriers 2. Creation of a plan 3. Launch of plan 	<ol style="list-style-type: none"> 1. Cross-state summative report 	<ol style="list-style-type: none"> 1. Cross-state summative report 2. 5% increase in use of related best-practice tools 3. Close the gap in enrollment of students with disabilities between charters and traditional public schools by 66%
Engaging Districts	<ol style="list-style-type: none"> 1. Needs assessment to ID districts 2. Measure their engagement 3. Invite unengaged districts to get involved 	<ol style="list-style-type: none"> 1. 10% increase in district authorizers that are engaged 	<ol style="list-style-type: none"> 1. 15% increase in district authorizers that are engaged with FACSA 2. 15% increase in the implementation of best-practice tools that strengthen charter school authorizing and oversight
Dissemination	<ol style="list-style-type: none"> 1. Identify and invite 5 authorizers from states outside Alliance 		<ol style="list-style-type: none"> 1. Nationally provide a combined total of 75 hours of mentoring support for states outside Alliance 2. Resources on websites

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California	Colorado	Florida
1. Annual review material/rubric	1. Revised model contract	1. Annual review material/rubric
2. Annual review report to charter schools	2. Annual review material/rubric	2. Annual review report to charter schools
3. Model MOU	3. Annual review report to charter schools	3. Opening checklist
4. Templates and samples addressing non-compliance	4. Renewal standards	4. "Year Zero" material (activities after charter approval and before school opening)
5. Charter petition template and sample evaluation rubric	5. Renewal/nonrenewal review material	5. Renewal standards
6. Renewal Standards	6. "Year Zero" material (activities after charter approval and before school opening)	6. Renewal/nonrenewal review material
7. Templates for renewal/nonrenewal review material	7. Expansion/replication application	7. Revised model contract
8. Model board resolution for best practices	8. Opening checklist	8. Model board resolution for best practices
9. Expansion/replication rubric	9. Model board resolution for best practices	9. Expansion/replication application
10. New School opening checklist	10. Expansion/replication rubric	10. Expansion/replication rubric



The purpose for the survey

To assess authorizer needs and priorities for model materials and forms of assistance

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Why District Authorizers?

- They do the majority of the authorizing
- They need support, but their individual needs may be different
- They are too often misunderstood and oversimplified

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District Authorizers are the Norm in California

- 1,253 total active charter schools
- 327 total charter authorizers
- 287 district authorizers
- 40 county authorizers (plus SBE)
- 92% authorize 6 or fewer
- 42% authorize only 1 or 2
- 8% authorize 58% of all charter schools (larger authorizers)
- 622 (50%) of charter schools overseen by “small” authorizers

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The Reported Challenges

- Constraints and lack of authorizing guidance in state law and policy... Subjected to a patchwork of differing authorizing standards, requirements, and practices
- Many small authorizers overseeing only one or two schools... inadequately staffed for authorizing
- Frequent turnover in district staff assigned to authorizing... makes it more difficult to institutionalize strong practices, or continue strengthening authorizing practices
- Frequent changes in the composition of local school boards... subject to authorizing policy and practices to change based on political preferences
- A highly politicized charter school sector and legislative/policy environment in constant flux... having to develop and update model materials and professional development for authorizers

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Overview of Priorities and Recommendation

- A need for a variety of additional model materials and professional development in essential areas of authorizer responsibility
- A need for new or updated resources and training to align with the state's new accountability system and the significant number of recent legislative changes in California's constantly changing policy environment
- Requested that model materials and PD assistance be differentiated: 1) district vs. county authorizers; 2) small, under-resourced authorizing offices vs. larger offices with greater capacity
- Recommended (experienced authorizers) training be targeted to different levels of authorizing experience
- Focus attention on increasing understanding and implementation of Essential Practices for quality charter authorizing Proposed Guidance for Effective Charter School Authorizing in California: Values, Principles, and Expectations

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First Set of Priorities: Model Materials

1. Annual review material/rubric
2. Annual review report to charter schools
3. Model MOU
4. Templates and sample addressing non-compliance issues
5. Charter petition template and sample evaluation rubric

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Second Set of Priorities: Authorizer Assistance

1. An online archive of best practice procedures, materials, templates and forms
2. An online community where authorizers can post questions and share information/ideas with peers
3. Webinars and other remote training opportunities
4. Trainings and “bootcamps” for new district staff after they are assigned to charter school oversight
5. Regular updates and newsletters with news and developments in the field

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Third Set of Priorities: Most Urgent Needs

1. Charter oversight and monitoring
2. Charter evaluation and renewal decisions
3. Charter MOUs
4. Charter petition reviews
5. Special Education

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Essential Practices Implementation

1. Model materials and assistance to increase California authorizer implementation of the 12 Essential Practice for quality charter authorizing
2. Work will require adapting the Essential Practices to California's statutory context

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Improve Access, Services, Outcomes for English Learner

1. Clarity in state and federal English learner policy as it applies to charter schools
2. Review of English learner academic progress during oversight, renewal, or revocation procedures
3. Communication and clarity about the rights of English learners during enrollment and admissions
4. Training for charter school boards and other stakeholders on the obligations to English learners in public schools
5. Funding and programming support for English learners

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Additional Recommendations for model materials (interviews)

1. Facility allocation protocol for Prop 39
2. Governance oversight tools
3. Financial oversight tools
4. Technology tools
5. Closure procedures
6. Streamlined tools and resources for small and rural authorizers

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Additional Recommendations Improving access, services, outcomes for students with disabilities and English Learners (Interviews)

1. Additional support for Special Education, English learner education, and accountability
2. Petition review and annual oversight checklists for both special education and English learner services
3. Dissemination of best practices and toolkits for English learner education to charter schools
4. Guidance on improving oversight of services to students with disabilities
5. Guidance on improving oversight of equity and access, including student discipline

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Additional Recommendations for Authorizing Assistance (Interviews)

1. Governance oversight training
2. Financial oversight training
3. CMO training for small/rural authorizers
4. Ongoing training program culminating in certification by CCAP

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cacsa

Colorado Association of
Charter School Authorizers

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Dr. Alex Medler



Colorado Authorizer Needs Action Plan

1. Model
Charter
Contract

2. Annual
Report to
School & Rubric

3. Renewal
Package

4. "Year Zero"
Guide

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District Ranking:

Most Urgent Assistance Needs in Charter Authorizing

1. Special Education
2. Admissions and enrollment
3. Ensuring all students in our community have full access and appropriate services
4. Charter evaluation and renewal decisions
5. Charter oversight and monitoring



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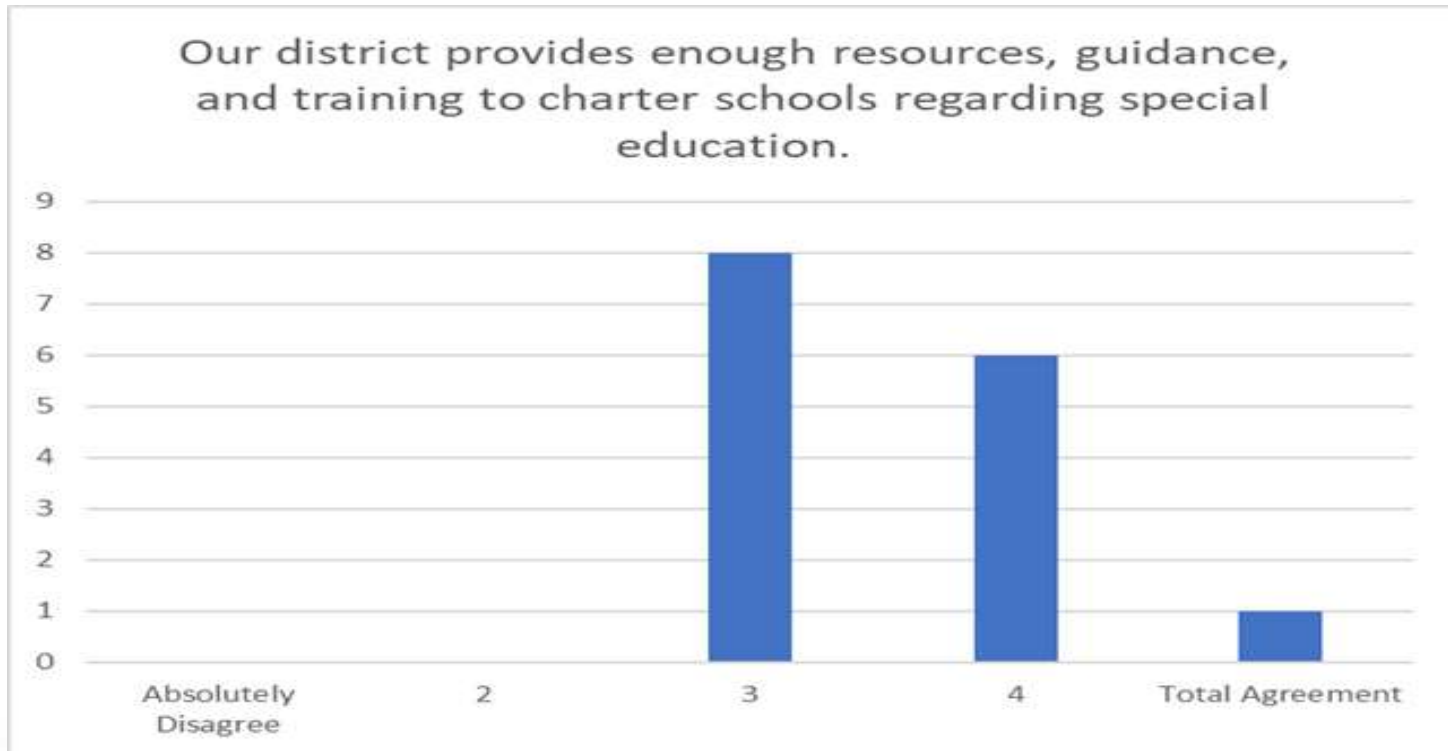
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Special Education...



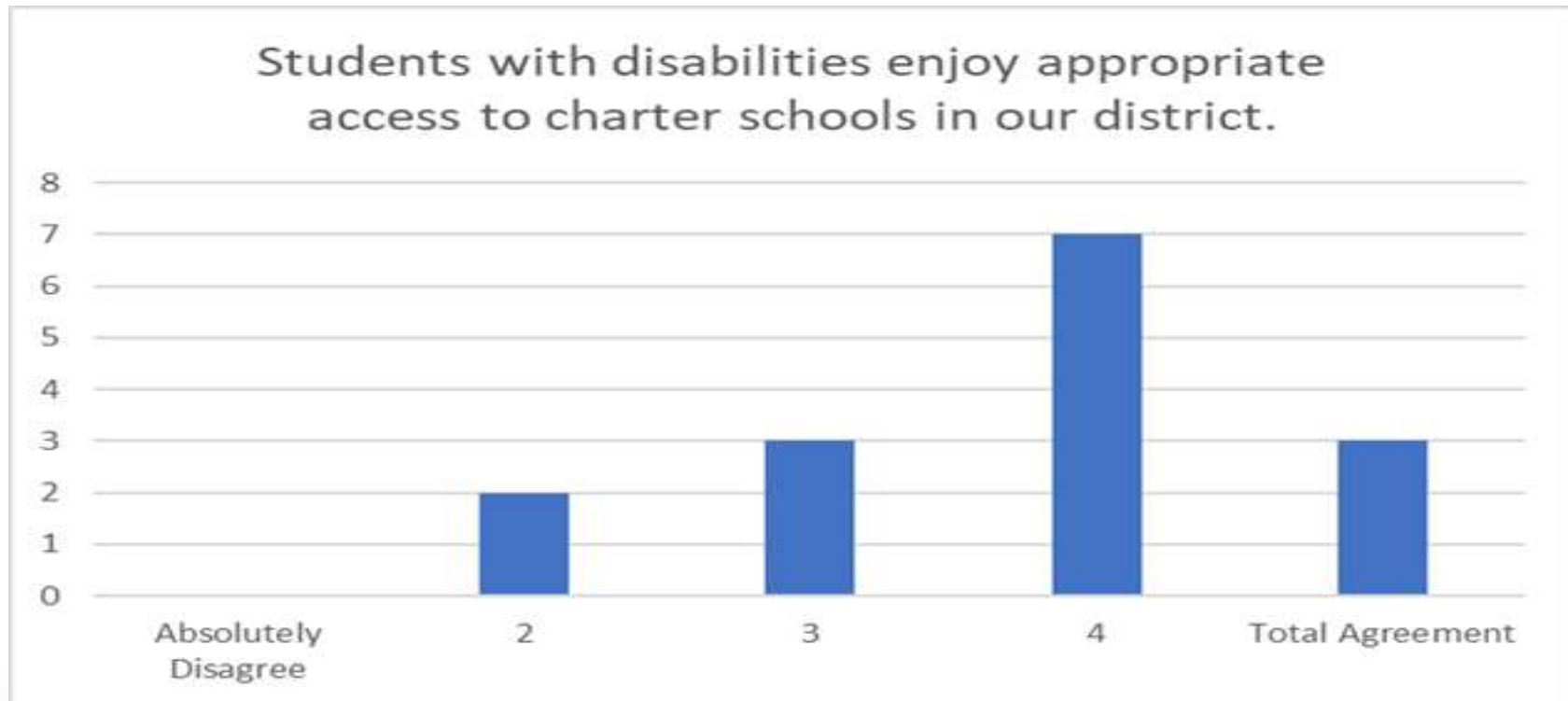
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Students with disabilities...



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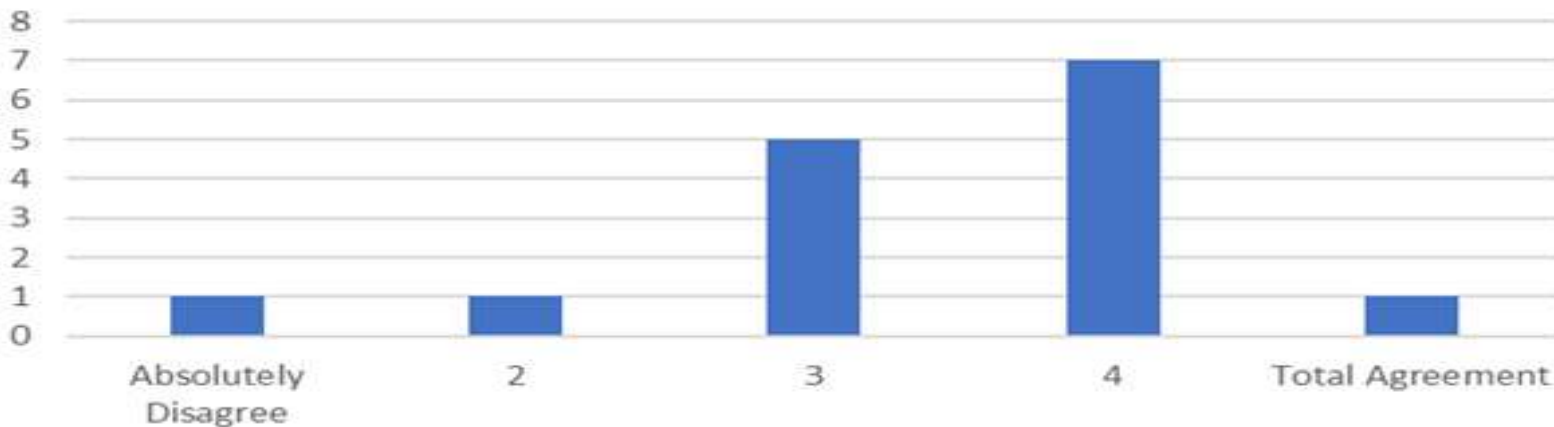
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Students with disabilities...

Students with disabilities enjoy an appropriate continuum of academic and social emotional specialized instruction in the charter schools in our district.



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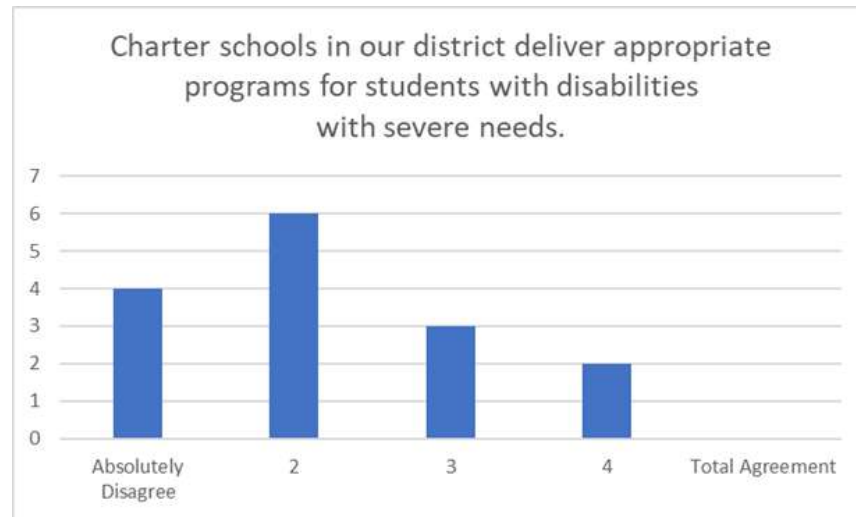
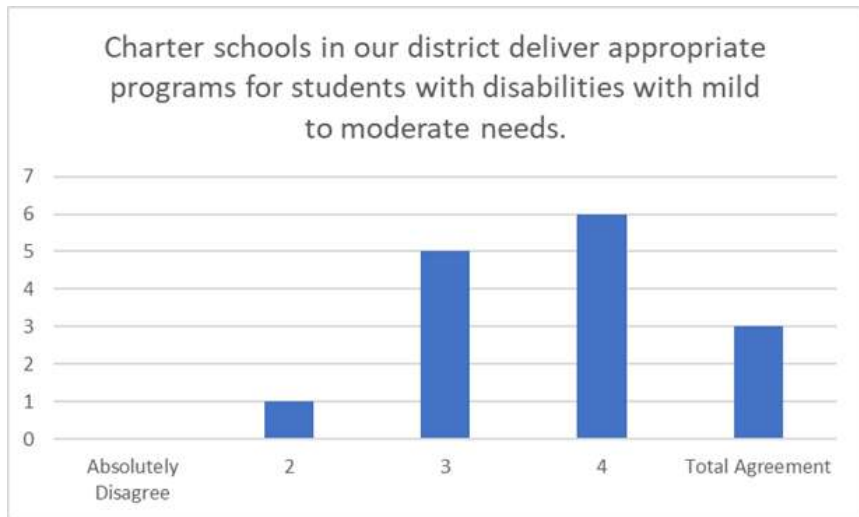
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Students with disabilities...



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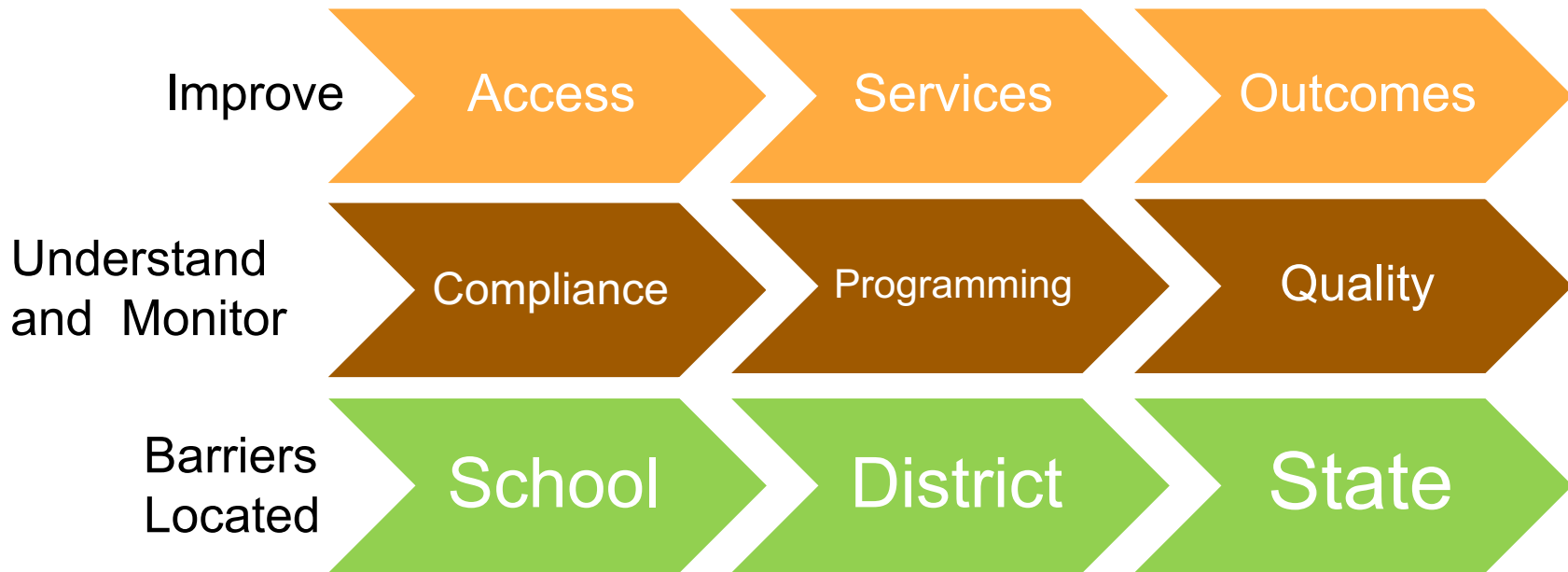
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Colorado Districts Wish List for Special Education



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Colorado Special Education Action Plan

1. Strengthen application review

2. Strengthen renewal processes

3. Educate charter operators and boards

4. Research & inform improvements for charter school recruitment, outreach, and admissions

5. Study issue and provide guidance based on research

6. Support district- and system-level changes

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Thank you

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