**PROCESSING CHARTER SCHOOL RENEWALS IN THE 2020-21 AND 2021-22 SCHOOL YEARS:**

**A PLANNING DOCUMENT FOR THE COVID-19 ERA**

The purpose of this planning document is to assist small authorizers with charter school renewals coming to them in the 2020-21 and 2021-22 school years to structure their renewal work and make these high stakes decisions to renew or not renew a charter. It is structured to help you consider the impact of COVID-19 on your authorizing work in the context of the challenges faced by all of K-12 education caused by the pandemic. It incorporates the changes related to renewal from the new legislation. The planning document is targeted at renewals that are in the middle track. However, it is also useful, with adjustments for the review of renewals in the low and high tracks.

The planning document is structured so that your organization will be able to appropriately evaluate the four Core Charter Performance Questions that guide the evaluation of charter schools.

1. Is the charter school’s educational program a success?
2. Is the charter school financially viable?
3. Is the charter school operating and governed effectively?
4. Is the charter school serving public policy purposes?

Medium and large authorizers, typically those that oversee a significant number of charter schools (more than six charter schools, and in the case of LAUSD, overseeing 280 charter schools), typically have sophisticated charter school oversight functions that have been able to continue and adopt through this period of COVID-19. This webinar may be of limited value for these authorizers; this webinar focuses on the smaller authorizer with fewer resources and that may have only some of the oversight support structures made possible by more adequate oversight fee funding, but that will be making decisions to renew or not renew one or more charter schools this year and next.

**Additional Office Hour Support for CCAP/SSDA Members**

During this webinar, we will be using an interactive process to assist you in your planning process. However, your planning and implementation of the plan will extend far beyond this 120-minute webinar. CCAP will also be offering virtual office hours for CCAP members (including joint CCAP/SSDA members) to provide additional support in the completion of the action plan.

1. **PROCESSING CHARTER SCHOOL RENEWALS: Your plan to make high stakes renew/not renew decisions.**   
   1. What renewals are occurring, and what track are they on?
      1. DASS School(s) – No Track
      2. High Track – presumption of approval
      3. Low Track – presumption of denial, second look process
      4. Middle Track – majority of charter schools, full review

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| Name of the School Up for Renewal | Date the Current Charter Expires | What Track is the School On? (1. High, 2. Medium, 3. Low, DASS School) | Date Renewal Petition Submitted or Expected |
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* 1. What staff member(s) is/will be assigned?

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| Name of Staff Person | Title | Area(s) Responsible to Review |
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* 1. Calendar planning for the renewal(s):

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| TIMELINE FOR BOARD ACTION ON NEW AND APPEAL PETITIONS | |
| 60 Days | Public Hearing 1- Determines Level of Support for Proposed Charter |
| 90 Days | Public Hearing 2- Board Action with Equal Time & Procedure for Petitioner |
| 30 Day Extension | 30 Day Extension, If Mutually Agreed Upon and in Writing |
| 15 Days Prior to Action | Publish Findings in Compliance with Brown Act to Allow for Response |

Schedule for Each Charter Appeal

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| --- | --- | --- | --- | --- |
| Name of School | Date Renewal (to be) Submitted | Date of Board Meeting for Public Hearing 1 | Date Renewal or Non-Renewal Findings are Published | Date of Board Meeting for Renewal or Non-Renewal Decision |
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**FOR THE REMAINING ITEMS, COMPLETE A PLANNING DOCUMENT FOR EACH SCHOOL IN THE RENEWAL PROCESS**

* 1. If the renewal petition has not been submitted, reach an agreement with the charter school on the submission and renewal review schedule. If you want a 30-day extension, request and obtain it in writing at this time.

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| Your Action Steps: |

* 1. What agreements, reports, and documents do you have in place now that will help inform your renewal or non-renewal decision?

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| Name of Resource | Date(s) of Agreements, Reports, and Documents |
| Current Petition |  |
| MOU(s) |  |
| Accountability Agreement(s) (Yes/No) |  |
| Renewal Petition |  |
| Formal and/or Informal Accountability Information |  |

* 1. What data do you have that will help inform your renewal or non-renewal decision? (Is the data valid and reliable for the purpose it is being used?)

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| Data Sources | Have Data (Y/N) | Dates of the Data Sources  (going back to the date of original approval or renewal) |
| Dashboard Data |  |  |
| CAASPP Data |  |  |
| Renewal Petition |  |  |
| Reports of Site Visits |  |  |
| Annual Reports by the Authorizer to the Charter School |  |  |
| Reports and Updates Summited by the Charter School to the Authorizer |  |  |
| Audit Reports |  |  |
| Reviews of Fiscal Reports Submitted by the Charter School |  |  |
| Enrollment/persistent data provided by CDE |  |  |
| Other Reports (e.g., WASC Reports) or Correspondence with or about the Charter School |  |  |
| Letters of Concern, Notices of Violation or Other Correspondence Relating to Concerns About the Charter School |  |  |

* 1. What data does the charter school have? (Is the data valid and reliable for the purpose it is being used?)

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| Data Source | What type of data is provided (e.g., academic, discipline), dates of data sources or periods covered |
| Dashboard |  |
| CAASPP Data |  |
| LCAP |  |
| LCAP – Local Continuity and Attendance Plan |  |
| Data from “Verified Data” sources (SBE approved list, for example, NWEA’S MAP data and National Student Clearinghouse) |  |
| Other student assessments that the school uses |  |
| Results from student progress reporting analysis/systems, including their own or external ones such as CORE, analysis from CCSA or CSDC, and other commercial or non-profit sources. |  |
| Student and parent survey data |  |
| College and career data |  |
| Other? |  |
| Other? |  |

* 1. If a renewal is 2021-2022 – After a review of data sources available and consultation with the charter school, what data sources and metrics will be used for renewal submission? (If the renewal petition has already been submitted, and/or if you already know what data sources you will use, fill in the table. (Dashboard data determines a school’s placement in tracks, but it is not the only data source useable for the review of the charter school’s performance.)

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| Data Source | Metrics | Sub-Group Data | Time Period Covered | Date Data to be Submitted | Notes |
| Student Achievement/Academic Performance | | | | | |
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| Fiscal Performance | | | | | |
|  |  | n/a |  |  |  |
|  |  | n/a |  |  |  |
|  |  | n/a |  |  |  |
| Operations and Governance | | | | | |
|  |  | n/a |  |  |  |
|  |  | n/a |  |  |  |
|  |  | n/a |  |  |  |
| Fulfilling a Public Policy Purpose | | | | | |
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Charter School Renewal Site Visit

A charter school renewal site visit is a powerful means to verify the information presented by the school in the renewal petition. It also provides an opportunity to assess the knowledge and capacity of the charter school’s executive leadership, staff, and governing board to successfully operate the school, as well as talk directly with students and parents. CCAP has information on conducting a Site Visit in its Resource Library; the link is <https://calauthorizers.org/resource-library/>.

Due to restrictions because of COVID-19, a site visit may not be possible during the 2020-21 school year. CCAP is in the process of adding additional guidance in its Resource Library regarding virtual school visits that can partially meet the needs of a renewal site visit.

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| Conduct Site Visit(Y/N) | Date of Visit | Members of the Visiting Team | Materials Defining Structure and Process |
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1. **Board and Staff – If you have limited resources and time – one approach to the renewal process is to make an initial determination of where a school fits on the continuum and use it to guide the approach to the renewal process.**



**Renewal Continuum During COVID-19**

* **Suggested Criteria to Consider in Determining Your District’s/County’s Overall Approach to Making Renewal Decisions for Schools Applying for Renewal in the 2020-21 and 2021-22 School Years:** 
  + Track 1: If the school is fiscally viable and is being governed and operated appropriately and the performance record of the school indicates it has earned a renewal (strong documented academic performance or identified as High Renewal Track), the work will be to set new academic goals in the context of COVID-19 learning losses going forward and any local considerations while also considering fiscal, governance, operational and equity expectations for the next five years.
  + Track 2: If the school is not in Track 1 or 3, and there is information regarding its academic performance that indicates that the school’s education program is being successful but the information on academic performance may be incomplete or multi-year evaluation of the charter school’s performance is incomplete (e.g., impact of COVID-19, incomplete or insufficient Dashboard data, lack of annual performance reports for the years covered by the current charter term) and there may be some fiscal, governance, operational or equity issues that need attention. The work will then be to set new academic goals in the context of COVID-19 learning losses going forward and any local considerations, address any existing fiscal, governance, operational, and equity, and while also setting expectations for the next five years.
  + Track 3: If the school is identified as being on the Low Track (Track 3), the authorizer needs to fully comply with the requirements of Education Code 47607.2 (a). If the school has not been identified as being on the Low Renewal track, but there are serious concerns about the performance of the school (academic, fiscal, governance, operational, and equity), is there clear and convincing data to support a high stakes closure decision? As you consider a possible non-renewal decision, ensure full legal engagement and support.

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| **Your Approach – What is the track for this Renewal Request; Track 1, 2, or 3, some combination or something else?** |

**Other resource materials**

1. Charter School Performance Categories: <https://www.cde.ca.gov/sp/ch/ab1505.asp#perform>
2. Education Code Section 47607.2 (b) - Language related to renewals for schools placed in the Middle Track (Track 2). (listed below)
3. California School Dashboard Technical Guide:

<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf>

1. COVID-19 Resources – CCAP - <https://calauthorizers.org/category/covid-19-resources/>
2. COVID-19 Resources – CDE - <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>
3. COVID-19 Resources – NACSA - <https://www.qualitycharters.org/covid19/>

**ED CODE LANGUAGE FOR RENEWALS FOR SCHOOLS PLACED IN THE MIDDLE TRACK (TRACK 2)**

**47607.2 (b) (1)** For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority for the next two subsequent renewals until January 1, 2026, for a charter school pursuant to this paragraph.

(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance.

(7) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

(c) (1) For purposes of this section, “verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

(2) By January 1, 2021, the state board shall establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose.

(3) No data sources other than those adopted by the state board pursuant to paragraph (2) shall be used as verified data.

(4) Notwithstanding paragraph (3), a charter school under consideration for renewal before the state board’s adoption pursuant to paragraph (2) may present data consistent with this subdivision.

(5) Adoption of the criteria pursuant to this subdivision shall not be subject to the requirements of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(6) The state board may adopt and make necessary revisions to the criteria in accordance with the requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).

(7) Upon adoption of a pupil-level academic growth measure for English language arts and mathematics, the state board may reconsider criteria adopted pursuant to this subdivision.

(d) This section shall remain in effect only until January 1, 2026, and as of that date is repealed.