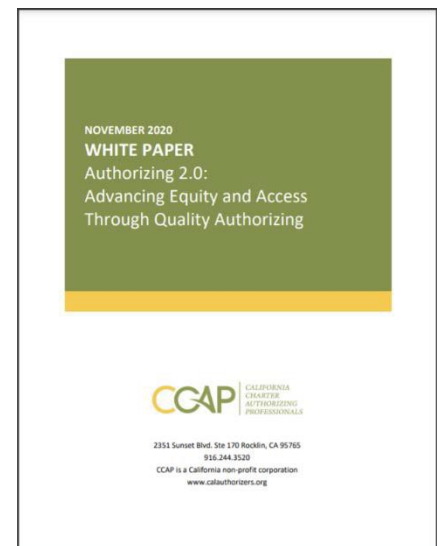## CCAP White Paper Guides Development of Model Authorizing Standards

CCAP's white paper on *Charter Authorizing 2.0: Advancing Equity and Access Through Quality Authorizing* (CA2.0), sets forth our vision for improving charter school authorizing and oversight. It presents the conceptual framework and guiding principles that are embedded in CCAP's authorizing toolkits and our other resources that support California school districts and county offices of education with their authorizing responsibilities.

The CA2.0 white paper makes the case for high-quality authorizing protocols in California, which has 337 authorizing school districts and county offices of education. Support through the resources and training discussed in the white paper is especially critical to help meet the unique challenges faced by small authorizers. Small authorizers, defined as authorizing five or fewer charter schools, make up 92 percent of authorizers in California. They include many rural agencies, and many of them authorize only one charter school.

Most of these authorizers oversee so few charter schools — or such small ones — that they lack the financial resources to have staff members who are fully dedicated to authorizing functions. Instead, their staff balance this important role with their other duties.

CCAP's work is guided by four Core Charter School Performance Questions that charter authorizers must answer, relying on key indicators of performance instead of rules and checklists:

Four Core Charter School Performance Questions

◊ Is the charter school's educational program a success?
◊ Is the charter school financially viable?
◊ Is the charter school operating and governed effectively?
◊ Is the charter school serving public policy purposes?

CCAP also has identified six CA2.0 Design Principles that guide the development of a high- quality, transparent, and effective performance-based charter school authorizing system for California:

Six CA2.0 Design Principles for High Quality and Effective Charter Oversight

◊ **The role of the authorizer is primarily regulatory.**
◊ **The first level of oversight responsibility resides with charter school governing boards.**
◊ **There are fundamental performance-based indicators of charter school quality that can be identified and measured.**
◊ **The intensity of oversight is tied to the charter school's results with respect to the Key Performance Indicators.**
◊ **The authorizer communicates results of monitoring to the charter school, laying a foundation for future decisions.**
◊ **Implementing the process for effective authorizing must be within the capacity of all entities that serve as authorizers.**

CCAP's charter authorizing toolkits are designed to enable *all* authorizers, regardless of size, location, and finances, to achieve the highest standards of charter school authorizing. CCAP's two comprehensive multi-part toolkits, which were developed with WestEd in collaboration with authorizers from across the state, provide concrete and detailed guidance for reviewing petitions for new charter schools, overseeing charter performance and preparing annual reports on charter school performance. CCAP has also produced many additional resources and training webinars including guidance for memorandums of understanding (MOUs), COVID response and academic assessment.

Visit CCAP's Resource Library for all our Toolkits, supporting videos, PowerPoints as well as many other valuable authorizer resources at www.calauthorizers.org.

Through this work, CCAP is helping to ensure that charter schools advance quality, equity, and access in California's overall public education system.

The full CA2.0 white paper is available here.

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