Annual Performance Report

Core Question: Is the charter school advancing equity and access through serving public policy purposes?

Revised July 2023

The Annual Report Toolkit is a product of CA 2.0—Advancing Equity and Access through Quality Authorizing—an initiative led by the California Charter Authorizing Professionals (CCAP).

Contents

[ANNUAL PERFORMANCE REPORT: ANNOTATED 1](#_Toc66455227)

[Introduction 2](#_Toc66455228)

[School Overview 3](#_Toc66455229)

[Academic Performance: Is the charter school’s education program a success? 4](#_Toc66455230)

[Operations and Governance Performance: Is the charter school operating and governed effectively? 5](#_Toc66455231)

[Financial Health and Sustainability: Is the charter school financially viable? 6](#_Toc66455232)

[Advancing Equity and Access: Is the charter school serving public policy purposes? 7](#_Toc66455233)

[Local Control and Accountability Plan Summary 9](#_Toc66455234)

[Strengths and Areas for Improvement 9](#_Toc66455235)

[ANNUAL PERFORMANCE REPORT: TEMPLATE 11](#_Toc66455236)

[Introduction 11](#_Toc66455237)

[School Overview 11](#_Toc66455238)

[Academic Performance: Is the charter school’s education program a success? 12](#_Toc66455239)

[Operations and Governance Performance: Is the charter school operating and governed effectively? 12](#_Toc66455240)

[Financial Health and Sustainability: Is the charter school financially viable? 13](#_Toc66455241)

[Advancing Equity and Access: Is the charter school serving public policy purposes? 13](#_Toc66455242)

[Local Control and Accountability Plan Summary 15](#_Toc66455243)

[Strengths and Areas for Improvement 16](#_Toc66455244)

ANNUAL PERFORMANCE REPORT: ANNOTATED

Core Question: Is the charter school advancing equity and access through serving public policy purposes?

Note: A complete Annual Performance Report includes the following:

* Annual Performance Report: Provides an introduction to and summary of charter school performance, including strengths and areas of improvement.
* Attachment — Academic Performance Framework: Provides a detailed view of the school’s academic performance that is summarized within the Annual Performance Report.
* Attachment — Operations and Governance Framework: Provides a detailed view of the school’s operational performance that is summarized within the Annual Performance Report.
* Attachment — Financial Health and Sustainability Framework: Provides a detailed view of the school’s fiscal performance that is summarized within the Annual Performance Report.
* Attachment — Site Visit Report: Provides a summary of the site visit, and may be included in the Annual Performance Report, depending on the authorizer’s existing practice.

Introduction

This section of the Annual Performance Report provides the reader with an orientation to the authorizer’s responsibility for and approach to conducting performance-based oversight, and an overview of what is included in the Annual Performance Report.[[1]](#footnote-1)

Sample Language

Every year, [Name of Authorizer] engages in performance-based oversight and produces an Annual Performance Report for each charter school it oversees. This report demonstrates [Authorizer]’s commitment to and fulfillment of the responsibilities of charter authorizers as articulated in the California Charter Schools Act. It is the philosophy of [Authorizer] that annual performance-based oversight is aligned to the expectations of renewal, providing the charter school and the public with an understanding of strengths and areas for improvement as the charter school serves the community.

Using the most recent data available, the report is designed to answer four fundamental questions:

1. *Is the charter school’s education program a success?*
2. *Is the charter school financially viable?*
3. *Is the charter school operating and governed effectively?*
4. *And ultimately, is the charter school serving public policy purposes?*

[Authorizer] is committed to promoting high-quality education for public school students in [jurisdiction]. This Annual Performance Report is produced in order to provide timely information to the charter school on its performance relative to the standards and expectations established by applicable state and federal law; identify the school’s strengths and any areas needing improvement; and provide information that enables the community and the public to understand the school’s fulfillment of public obligations.

School Overview

This section of the Annual Report begins with general information about the school.

|  |  |
| --- | --- |
| School Name |  |
| Grades Served |  |
| Total Enrollment |  |
| School Website |  |
| Neighborhood Location |  |
| Leadership | [Name/office of Board Members, Name/title of school leaders] |
| School Mission |  |
| School Contact Information |  |

Academic Performance: Is the charter school’s education program a success?

This section provides an overview of the school’s performance, in the year reviewed, on a variety of academic measures the school is accountable for achieving. Notably, the academic expectations are aligned with the standards for renewal pursuant to state law.

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator and Measure | Performance | | |
| Is the school’s academic performance on track for renewal? |  | | |
| State and Federal Accountability |  | | |
| CA Dashboard: All Students | Math |  | |
| ELA |  | |
| CA Dashboard: Subgroups | Math |  | |
| ELA |  | |
| English Learner Progress (comparison with state average) |  | |  |
| College and Career |  | | |
| Academic Engagement |  | | |
| Academic Growth: Measurable Increases |  | | |
| Postsecondary Success |  | | |
| School-Specific Academic Measure(s) |  | | |

This framework uses the same color-coding convention used in the California School Dashboard, where red indicates the lowest performance and blue indicates the highest performance. In order from lowest to highest, the colors are red, orange, yellow, green, and blue.

Example: ACME Charter School

| Indicator and Measure | Performance | |
| --- | --- | --- |
| Is the school’s academic performance on track for renewal? | Trend: Middle Track | |
| State and Federal Accountability |  | |
| CA Dashboard: All Students | Math |  |
| ELA |  |
| CA Dashboard: Subgroups | Math |  |
| ELA |  |
| English Learner Progress (comparison with state) | “low” | Above state |
| College and Career |  | |
| Academic Engagement |  | |
| Academic Growth: Measurable Increases |  | |
| Postsecondary Success |  | |
| School-Specific Academic Measure(s) |  | |

Operations and Governance Performance: Is the charter school operating and governed effectively?

This section provides an overview of the school’s performance, in the year reviewed, in fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to operational health and performance.

|  |  |
| --- | --- |
| Indicator and Measure | Performance |
| Education Program Fidelity |  |
| Financial Management and Oversight |  |
| Governance and Reporting |  |
| Student and Employee Rights and Requirements |  |
| Health and Safety |  |
| School Environment |  |

Example: ACME Charter School

|  |  |
| --- | --- |
| Indicator and Measure | Performance |
| Education Program Fidelity |  |
| Financial Management and Oversight |  |
| Governance and Reporting |  |
| Student and Employee Rights and Requirements |  |
| Health and Safety |  |
| School Environment |  |

Financial Health and Sustainability: Is the charter school financially viable?

This section provides an overview of the school’s performance, in the year reviewed, on financial measures the school is accountable for achieving, and a view of recent trends. These measures provide information about the school’s financial health and sustainability.

|  |  |  |
| --- | --- | --- |
| Indicator and Measure | Current Year | Multi-Year Trend |
| Short-Term Measures |  |  |
| Days of Cash on Hand |  |  |
| Cash Flow Projection |  |  |
| Enrollment Variance |  |  |
| ADA to Enrollment Variance |  |  |
| UPP Variance |  |  |
| Budgeted LCAP |  |  |
| Reserve |  |  |
| Sustainability |  |  |
| Debt Default |  |  |
| Multi-year Financial Projections |  |  |
| Cash Flow |  |  |
| Fiscal Controls |  |  |
| County Office Reviews |  |  |
| Annual Audit |  |  |

Example: ACME Charter School

|  |  |  |
| --- | --- | --- |
| Indicator and Measure | Current Year | Multi-Year Trend |
| Short-Term Measures |  |  |
| Days of Cash on Hand |  |  |
| Cash Flow Projection |  |  |
| Enrollment Variance |  |  |
| ADA to Enrollment Variance |  |  |
| UPP Variance |  |  |
| Budgeted LCAP |  |  |
| Reserve |  |  |
| Sustainability |  |  |
| Debt Default |  |  |
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|  |  |
| --- | --- |
| Rating | Description |
| High/Middle/Low Performance Group | Provides the standard of renewal aligned to the school’s performance group. The standard that applies to a specific school will depend on the performance group assigned to the school annually by the CDE. |
|  | Outcomes are generally positive, with few exceptions |
|  | Outcomes are mixed, both in absolute terms and compared to the state average |
|  | Outcomes are generally below expectations, with few exceptions |

Note: Color coding is used here for the example and may be used by an authorizer. Additional options exist, such as Meets/Does Not Meet.

Note: CDE will publicly post a data file of all open, non-DASS charter schools on an annual basis which will include those in the Low, Middle, and High performance levels, regardless of whether or not they are up for renewal.

Advancing Equity and Access: Is the charter school serving public policy purposes?

This section is informational only, and provides an opportunity for the school and the authorizer to reflect on the school’s role in serving public policy purposes as articulated in the charter school’s approved petition. Reflection prompts include:

* Consistent with the approved petition (i.e., the original terms of the authorizer-school relationship), discuss the extent to which:
  + The school remains faithful to the educational needs of the community where the charter school is located;
  + The school’s presence in the community continues to serve the interests of the entire community, including any benefits to its public school system as a whole; and
  + Evidence from empirical/outcome data within the frameworks demonstrates that the school advances equity and fair treatment for students through the academic performance of subgroups, compliance with laws protecting the rights of specific populations of students, equitable treatment and identification (i.e., lack of adverse findings on disproportionality of discipline and identification for special education), fair enrollment practices, and pursuit of balance in enrollment of ethnic and racial subgroups as well as students with disabilities and English learners.

|  |
| --- |
| Narrative |
| School Reflection: |
| Where there is room for improvement in serving public policy purposes, describe the school’s aspirations and plans. |
| Authorizer Reflection: |

Local Control and Accountability Plan Summary

This section provides a summary and reflection on the school’s current LCAP in relation to student outcomes.

|  |  |
| --- | --- |
|  | |
| Greatest Progress |  |
| Greatest Need |  |
| Performance Gaps |  |

Strengths and Areas for Improvement

The final section of the Annual Performance Report provides a summary of the strengths and areas for improvement, based on an assessment of all three frameworks and the site visit report.

|  |  |
| --- | --- |
| Strengths | Areas for Improvement |
|  |  |
| Differentiated Monitoring/Plan required? | [Yes/No] Explain: |

Example: ACME Charter School

|  |  |
| --- | --- |
| Strengths | Areas for Improvement |
| * Graduation rate * Suspension rate * Academic growth * No complaints or serious deficiencies in governance and operations * Board-approved plan exists to address modest challenges noted in the financial framework * Fidelity to mission and community impact * Fair enrollment practices and treatment of students | * Identified for differentiated assistance by the state * Overall and subgroup performance in mathematics   + LCAP not aligned with apparent needs * Overall and subgroup performance on College/Career indicator   + LCAP not aligned with apparent needs |
| Differentiated Monitoring/Plan required? | Yes, [Authorizer] staff will monitor LCAP for alignment with needs found in the academic data, support school with resources for mathematics instruction[[2]](#footnote-2), and monitor the plan to address internal control deficiencies found in most recent audit. |

ANNUAL PERFORMANCE REPORT: TEMPLATE

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| County Office Reviews |  |  |
| Annual Audit |  |  |

Rating Key

|  |  |
| --- | --- |
| Rating | Description |
|  |  |
|  |  |
|  |  |
|  |  |

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|  |  |
| --- | --- |
| Strengths | Areas for Improvement |
|  |  |
| Differentiated Monitoring/Plan required? | [Yes/No] Explain: |

1. This Toolkit is intended as a resource for authorizers. Authorizers should consult legal counsel before finalizing their templates and guidance. [↑](#footnote-ref-1)
2. Moving forward, technical assistance will be the responsibility of the county superintendent of schools beginning in June 2022, under AB 1505. (Education Code section 47607.3.) [↑](#footnote-ref-2)