APPENDIX

[YEAR] STAFF OVERSIGHT REPORT

[School]

Contents

[APPENDIX 1](#_Toc184193084)

[2024-2025 STAFF OVERSIGHT REPORT 1](#_Toc184193085)

[ACADEMIC PERFORMANCE 3](#_Toc184193086)

[Current Year Performance 3](#_Toc184193087)

[1. Academic Performance Indicators 4](#_Toc184193088)

[2. Engagement and Climate Performance Indicators 6](#_Toc184193089)

[3. Local and Post-Secondary Indicators 9](#_Toc184193090)

[DASS STATUS PERFORMANCE (As Applicable) 12](#_Toc184193091)

[Current Year Performance 12](#_Toc184193092)

[Annual Update- Alternate Metrics 12](#_Toc184193093)

[EDUCATIONAL PROGRAM EQUITY 12](#_Toc184193094)

[Current Year Performance 13](#_Toc184193095)

[Measure Descriptions 13](#_Toc184193096)

[FINANCIAL HEALTH AND SUSTAINABILITY 14](#_Toc184193097)

[Current Year Performance 14](#_Toc184193098)

[Short-Term Indicators 14](#_Toc184193099)

[Sustainability Indicators 16](#_Toc184193100)

[Fiscal Control Indicators 17](#_Toc184193101)

[OPERATIONS AND GOVERNANCE 17](#_Toc184193102)

[Current Year Performance 18](#_Toc184193103)

[Measures Descriptions 18](#_Toc184193104)

[PUBLIC POLICY PURPOSE 20](#_Toc184193105)

[Current Year Performance 20](#_Toc184193106)

[Measure Descriptions 21](#_Toc184193107)

[Data Quest Enrollment Comparison 21](#_Toc184193108)

[Charter Reflection: Serving Community and Public School System Needs 22](#_Toc184193109)

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# ACADEMIC PERFORMANCE

Core Question: Is the charter school’s education program a success?

This question is evaluated based on one of two tracks:

1. ***Traditional Renewal Track***

The academic achievement indicators provide an overview of the school’s *CA Dashboard* performance. These indicators compare school data against State data and carry more weight in renewal decisions. They are used with schools on a traditional renewal track.

1. ***DASS Renewal Track***

Although academic achievement is not the primary indicator for Dashboard Alternative Status Schools (DASS) renewals, evaluating the effectiveness of the educational program and progress over time remains relevant to the overall evaluation of DASS schools at renewal.

## Current Year Performance

|  |  |
| --- | --- |
| On Track for Renewal | The current year’s data review indicates that the school is proportionately on track for renewal and/or has been assigned a high or high middle renewal level by CDE. |
| Progressing Toward Renewal | The current year’s data review indicates that the school is making substantial gains and/or has been assigned a middle or low middle renewal level by CDE; however, some action may be required. |
| Not on Track for Renewal | The school has failed to make gains and/or is assigned a low renewal level. Action is required. |

|  |  |
| --- | --- |
| **Indicator 1: Academic Performance** | Choose an item. |
| **Indicator 2: Academic Engagement** | Choose an item. |
| **Indicator 3: Local & Post Secondary** | Choose an item. |
| **How did the annual site visit support/validate equity, access, and protection findings?** | |
|  | |
| **Provide a brief explanation for the charter school actions required by the authorizer, as written in the *Executive Summary* of the *Performance Progress Report*.** | |
|  | |

### Academic Performance Indicators

This indicator is based on student academic performance, including the Smarter Balanced Summative Assessments, taken annually by students in grades 3–8 and 11, English Learner Progress, and the College Career Indicator. All data for eligible populations are sourced from the school’s [**CA Dashboard**](https://www.caschooldashboard.org)profile.

Participation rates of less than 95% result in students receiving the Lowest Obtainable Scale Score (LOSS), which negatively impacts overall performance data.

|  |  |  |
| --- | --- | --- |
| **Measure 1a. Most Current State Assessment Participation Rates** | | |
| **Spring** | **Overall** | **Student Groups (>10)**  **Below 95%** |
| **ELA** |  |  |
| **Math** |  |  |
| **ELPAC** |  |  |

**Statewide Academic Performance Metric Comparison**

Performance is based on the current year's status (average) and performance color on the CA Dashboard*.* Status is the ‘statewide average’ for academic Measures. An average is much more precise than a color.

Distance from Standard: how far, on average, students are from the lowest possible score to meet the standard.

To determine whether a school is ‘On-Track’ for renewal, student groups performing above the ‘All’ student group statewide Distance from Standard are marked NA and excluded from the analyses in alignment with the State Renewal Criterion 2: *Status* for all academic measures with 30 or more students, including student groups.

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure 1b: Most Current English Language Arts Performance** | | | |
| **Group** | **Distance from Standard and Performance Color** | **State Data** | **Status Comparison**  **(Above, At, Below)** |
| All Students |  |  |  |
| English Learners |  |  |  |
| Long-Term EL |  |  |  |
| Disabilities |  |  |  |
| Homeless |  |  |  |
| Foster Youth |  |  |  |
| SE Disadvantaged |  |  |  |
| American Indian |  |  |  |
| Asian |  |  |  |
| African American |  |  |  |
| Filipino |  |  |  |
| Hispanic |  |  |  |
| Pacific Islander |  |  |  |
| Two or More Races |  |  |  |
| White |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure 1c: Most Current Mathematics Performance** | | | |
| **Group** | **Points from Standard and Performance Color** | **State Data** | **Status Comparison**  **(Above, At, Below)** |
| All Students |  |  |  |
| English Learners |  |  |  |
| Long-Term ELs |  |  |  |
| Disabilities |  |  |  |
| Homeless |  |  |  |
| Foster Youth |  |  |  |
| SE Disadvantaged |  |  |  |
| American Indian |  |  |  |
| Asian |  |  |  |
| African American |  |  |  |
| Filipino |  |  |  |
| Hispanic |  |  |  |
| Pacific Islander |  |  |  |
| Two or More Races |  |  |  |
| White |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measure 1d: Most Current English Learner Progress (ELPI) Performance** | | | | |
| **Group** | | **Percent Progressing and Performance Level** | **State Data** | **Status Comparison**  **(Above, At, Below)** |
| English Learner |  | |  |  |
| Lont-Term EL |  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure 1e: Most Current College-Career Indicator Performance** | | | |
| **Group** | **Percentage Prepared and Performance Color** | **State Rate** | **Status Comparison**  **(Above, At, Below)** |
| All Students |  |  |  |
| English Learners |  |  |  |
| Long-Term ELs |  |  |  |
| Disabilities |  |  |  |
| Homeless |  |  |  |
| Foster Youth |  |  |  |
| SE Disadvantaged |  |  |  |
| American Indian |  |  |  |
| Asian |  |  |  |
| African American |  |  |  |
| Filipino |  |  |  |
| Hispanic |  |  |  |
| Pacific Islander |  |  |  |
| Two or More Races |  |  |  |
| White |  |  |  |

### Engagement and Climate Performance Indicators

Additional *CA Dashboard* metrics provide context for a school's successful implementation of the approved educational program. The school's data isn't compared to the states', and it should show evidence of continuous improvement based on performance color year over year.

|  |  |  |
| --- | --- | --- |
| **Measure 2a: K-8 Chronic Absenteeism** | | |
| **Group** | **Percent Chronically Absent**  **and Performance Color** | **State Rate** |
| All Students |  |  |
| English Learners |  |  |
| Long-Term English Learners |  |  |
| Students with Disabilities |  |  |
| Homeless |  |  |
| Foster Youth |  |  |
| SE Disadvantaged |  |  |
| American Indian |  |  |
| Asian |  |  |
| African American |  |  |
| Filipino |  |  |
| Hispanic |  |  |
| Pacific Islander |  |  |
| Two or More Races |  |  |
| White |  |  |

|  |  |  |
| --- | --- | --- |
| **Measure 2b: Graduation Rate** | | |
| **Group** | **Percent Graduated**  **and Performance Color** | **State Rate** |
| All Students |  |  |
| English Learners |  |  |
| Long-Term English Learners |  |  |
| Students with Disabilities |  |  |
| Homeless |  |  |
| Foster Youth |  |  |
| SE Disadvantaged |  |  |
| American Indian |  |  |
| Asian |  |  |
| African American |  |  |
| Filipino |  |  |
| Hispanic |  |  |
| Pacific Islander |  |  |
| Two or More Races |  |  |
| White |  |  |

|  |  |  |
| --- | --- | --- |
| **Measure 2c: Suspension Rates** | | |
| **Group** | **Percent Suspended**  **and Performance Color** | **State Rate** |
| All Students |  |  |
| English Learners |  |  |
| Long-Term English Learners |  |  |
| Students with Disabilities |  |  |
| Homeless |  |  |
| Foster Youth |  |  |
| SE Disadvantaged |  |  |
| American Indian |  |  |
| Asian |  |  |
| African American |  |  |
| Filipino |  |  |
| Hispanic |  |  |
| Pacific Islander |  |  |
| Two or More Races |  |  |
| White |  |  |

### Local and Post-Secondary Indicators

EC Section 47607.2 defines “verified data” as “assessment data from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” It also includes postsecondary outcomes, defined as “college enrollment, persistence, and completion rates equal to similar peers.”

To ensure data submitted to the authorizer throughout the charter term is valid, reliable, and admissible at renewal; all assessments measuring academic growth must meet the May 2023 State Board of Education (SBE) state-verified data standard.

**Data Source:** The school provided the data, which the authorizer verified and reported in accordance with the State Board of Education guidelines.

|  |
| --- |
| **3a: Narrative and Verifiable Data** |
| **Local Assessment Name** |
|  |
| **Publisher Growth Definition** |
|  |
| **Schoolwide Growth Summary** |
|  |
| **Student Participation Rates** |
|  |

|  |  |  |
| --- | --- | --- |
| **Measure 3b: Increases in Local Assessment Student Achievement** | | |
| **OVERALL AND GROUPS** | **[1ST ASSESSMENT NAME AND ADMIN DATE]** | **[ADDITIONAL ASSESSMENT NAME AND ADMIN DATE]** |
| **All Students - Overall Reading** | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Low Income | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Homeless | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| English Learner | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Disabilities | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| American Indian/Alaska Native | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Asian | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Black or African American | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Filipino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Hispanic or Latino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Middle Eastern | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Native Hawaiian/Pacific Islander | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| White | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
|  |  |  |
| **All Students - Overall Math** | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Low Income | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Homeless | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| English Learner | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Disabilities | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| American Indian/Alaska Native | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Asian | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Black or African American | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Filipino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Hispanic or Latino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Middle Eastern | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Native Hawaiian/Pacific Is | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| White | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |

|  |  |  |
| --- | --- | --- |
| **Measure 3c:**  **Dashboard, Charter and Other Metrics** | **Source** | **Annual Outcome** |
| *CA Dashboard Local Indicators* | | |
| Implementation of Academic Standards | CA Dashboard | Choose an item. |
| Parent and Family Engagement | CA Dashboard | Choose an item. |
| Conditions and Climate | CA Dashboard | Choose an item. |
| Basics: Teachers, Instructional Materials, Facilities | CA Dashboard | Choose an item. |
| Access to a Broad Course of Study | CA Dashboard | Choose an item. |
| *Charter Measurable Pupil Outcomes (Element 2)* | | |
| State Priority 1: Basic | [See Element 2] | Choose an item. |
| State Priority 2: State Standards | [See Element 2] | Choose an item. |
| State Priority 3: Parent Involvement/Family Engagement | [See Element 2] | Choose an item. |
| State Priority 4: Pupil Achievement | [See Element 2] | Choose an item. |
| State Priority 5: Pupil Engagement | [See Element 2] | Choose an item. |
| State Priority 6: School Climate | [See Element 2] | Choose an item. |
| State Priority 7: Course Access | [See Element 2] | Choose an item. |
| State Priority 8: Pupil Outcomes | [See Element 2] | Choose an item. |
| [Other Local Metric and Data Source] |  |  |
| [Other Local Metric and Data Source] |  |  |

EC §47607.2(b)(3)(B) defines strong postsecondary success as college enrollment, persistence, and completion rates equal to those of similar peers.

**Data Source:** The school provided the data, which the authorizer verified and reported in accordance with the State Board of Education guidelines.

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure 3d: Post-Secondary Outcomes** | | | |
| **Post-Secondary Outcome Metrics** | **Most Recent Year** | **Overall Data** | **Student Group Data** |
| [DataQuest College-Going Rate](https://dq.cde.ca.gov/dataquest) | Choose an item. |  |  |
| [Cal-PASS Plus HS-Community College Transition](https://www.calpassplus.org/Home) | Choose an item. |  |  |
| [UC Admissions by School Source](https://www.universityofcalifornia.edu/infocenter/admissions-source-school) | Choose an item. |  |  |
| [UC Graduation Rates](https://www.calpassplus.org/Home) | Choose an item. |  |  |
| [National Student Clearinghouse StudentTracker](https://www.studentclearinghouse.org/high-schools/studenttracker/) | Choose an item. |  |  |
| **Charter Data Reflection** | | | |
|  | | | |

# DASS STATUS PERFORMANCE (As Applicable)

Education Code 47607(c)(7) requires the chartering authority to consider the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served in addition to the charter school’s performance on the state and local metrics.

**Data Source:** The school provided the data, which the authorizer verified and reported in accordance with the State Board of Education guidelines.

## Current Year Performance

|  |  |  |
| --- | --- | --- |
|  | | |
| **DASS Rating:** | Choose an item. |
| On Track for Renewal | The school's latest data review indicates significant academic achievement and overall performance progress. |
| Progressing Toward Renewal | The current year’s data review indicates that the school is mostly on track for renewal; however, some action may be required. |
| Not on Track for Renewal | The school failed to make gains on most or all agreed-upon metrics. Action is required. |

### Annual Update- Alternate Metrics

|  |  |  |  |
| --- | --- | --- | --- |
| **DASS Alternate Metrics** | | | |
| **Alternate Metric** | **Data Source** | **Annual Outcome** | **Expected Outcome** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# 

# EDUCATIONAL PROGRAM EQUITY

Charter public schools are open to all students and do not have special eligibility or entrance requirements. Ensuring equity in education is a key indicator of closing the achievement gap.

Consistent with the school’s status and responsibilities as a public school, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to students with identified disabilities and those suspected of having a disability, English Learners, and student rights.

## Current Year Performance

|  |  |
| --- | --- |
| Meets Standard | The current year’s oversight did not lead to any findings contrary to the descriptions of each measure. |
| Substantially Meets Standard | The school substantially complies in the manner described above; however, some action may be required. |
| Does Not Meet Standard | The school failed to comply in the manner described above. Action is required. |

|  |  |
| --- | --- |
| Measure 1: Disabilities | Choose an item. |
| Measure 2: English Learners | Choose an item. |
| Measure 3: Rights & Protections | Choose an item. |
| **How did the annual site visit support/validate equity, access, and protection findings?** | |
|  | |
| **Provide a brief explanation for the charter school actions required by the authorizer, as written in the *Executive Summary* of the *Performance Progress Report*.** | |
|  | |

### Measure Descriptions

|  |
| --- |
| **Measure 1: Equity and Access for Students with Disabilities** |
| **Examples** of compliance include but are not limited to   * Referral and assessment procedures for special education and related services * Compliance with mandated timelines related to special education (e.g., scheduling and conducting IEPs and interim IEPs and manifestation determination meetings) * Compliance with services as required by a student’s IEP * Process for determining eligibility for services (Section 504-Rehabilitation Act of 1973) * Ensuring equitable access to a broad course of study and enrichment activities |
| **Measure 2: Equity and Access for English Learners** |
| **Examples** of compliance include but are not limited to   * Processes to identify, monitor, and reclassify English learners, including appropriately using reclassification criteria * Designing a program for English learners that is based on sound educational theory and that ensures access to core grade-level curricula * Ensuring equitable access to a broad course of study and enrichment activities |
| **Measure 3: Student Rights and Protections** |
| **Examples** of compliance include but are not limited to   * Policies and practices designed to protect the rights of students * Upholding due process protections, privacy, civil rights, and student liberties * Discipline hearings and suspension and expulsion policies and practices * Policies and practices for the involuntary removal of a student per 47605(c)(5)(J)(iii). * Annual distribution of *Parent/Guardian & Student Rights & Notifications* * Not identified as ‘Targeted’ on the Annual Special Education Determination Letter |

# FINANCIAL HEALTH AND SUSTAINABILITY

Core Question: Is the charter school financially viable?

## Current Year Performance

|  |
| --- |
| **Provide a brief explanation for the charter school actions required by the authorizer, as written in the *Executive Summary* of the *Performance Progress Report*.** |
|  |

### Short-Term Indicators

|  |  |  |
| --- | --- | --- |
|  | | |
| **Measure 1 Rating:** | | Choose an item. |
| Days of Cash on Hand- How many days of cash on hand does the school have to pay its bills? | | |
| Meets Standard | At least 60 Days of Cash on Hand | |
| Does Not Meet Standard | Days Cash on Hand is between 30 and 60 days | |
| Falls Far Below Standard | Fewer than 30 Days Cash on Hand | |

|  |  |
| --- | --- |
|  | |
| **Measure 2 Rating:** | Choose an item. |
| Cash Flow Projection — Will cash received meet obligations each month of the budgeted fiscal year? | |
| Meets Standard | The current year's cash flow is positive for each month and year-end. |
| Does Not Meet Standard | The current year's cash flow is negative for any month and/or year-end. |

|  |  |
| --- | --- |
|  | |
| **Measure 3 Rating:** | Choose an item. |
| Enrollment Variance - Does the projected student enrollment support the budgeted revenue? | |
| Meets Standard | In either or both of the current fiscal year or at least two of the most immediate three prior fiscal years, projected enrollment was not overestimated by more than the following percentage levels:   * 3%, if the school’s ADA was between 0 and 300 that fiscal year * 2% if the school’s ADA was between 301 and 1,000 that fiscal year * 1% if the school’s ADA was more than 1,001 that fiscal year |
| Does Not Meet Standard | Enrollment is overestimated by the applicable percentage in the years indicated |

|  |  |
| --- | --- |
|  | |
| **Measure 4 Rating:** | Choose an item. |
| Average Daily Attendance (ADA) to Enrollment Variance — Is the projected funded ADA used for budgeted revenue reasonable? | |
| Meets Standard | The projected second period (P2) ADA to enrollment ratio for any time during the current fiscal year or two subsequent fiscal years does not exceed the charter historical average ratio from the three prior years by more than one-half percent (.5%). |
| Does Not Meet Standard | The projected ratio will exceed the charter historical ratio by more than one-half percent (.5%) at some point during the current or next two subsequent fiscal years. |

|  |  |
| --- | --- |
|  | |
| **Measure 5 Rating:** | Choose an item. |
| Unduplicated Pupil Percentage (UPP) Variance - Does the school’s actual UPP funding support the operating budget? | |
| Meets Standard | Projected UPP variance ≥ 95% of the forecast in the current year. |
| Does Not Meet Standard | The projected UPP variance is < 95% of the forecast in the current year. |

|  |  |
| --- | --- |
|  | |
| **Measure 6 Rating:** | Choose an item. |
| Budgeted Local Control and Accountability Plan (LCAP) — Is the school budgeting items that mirror the approved LCAP plan, and is the school’s spending so far materially consistent with the budget? | |
| Meets Standard | The approved budget is consistent with the implementation of the approved LCAP, and the school’s spending so far is not materially inconsistent with the budget as to the implementation of the LCAP. |
| Does Not Meet Standard | Any of the following are true:   * The approved budget is inconsistent with the implementation of the approved LCAP. * The accompanying budget narrative inadequately explains the budget's adequacy to support the LCAP implementation. * The school’s spending is materially inconsistent with the budget for implementing the LCAP. |

|  |  |  |
| --- | --- | --- |
|  | | |
| **Measure 7 Rating:** | Choose an item. | |
| Reserve for Economic Uncertainty — Does the school have resources to weather economic uncertainties? | | |
| Meets Standard | Available reserves for the current fiscal year and the two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses: | |
| **ADA Between 0 – 300:**  **ADA Between 301 – 1,000:**  **ADA Over 1,001:** | Greater of 5% or $71,000  Greater of 4% or $71,000  3% |
| Does Not Meet Standard | Available reserves for any of the three years fall below the applicable minimum percentage for that year. | |

### Sustainability Indicators

|  |  |
| --- | --- |
|  | |
| **Measure 1 Rating:** | Choose an item. |
| Debt Default — Is the school meeting its debt obligations? | |
| Meets Standard | All of the following are true:   * The school’s budget, as approved by the governing board, includes expenditures to meet debt service payments. * These expenditures are being paid on time in the current year. * These amounts are included in the accompanying cash flow statements. |
| Does Not Meet Standard | Any of the above statements is not true. |

|  |  |
| --- | --- |
|  | |
| **Measure 2 Rating:** | Choose an item. |
| Multi-Year Financial Projections: “Is the school living within its means? | |
| Meets Standard | Over the next two subsequent fiscal years, the school is projected to have a net increase in its unrestricted fund balance, or its projected decrease in the unrestricted fund balance is for a “planned spend down.” This does not represent a structural deficit. |
| Does Not Meet Standard | Over the next two subsequent fiscal years, the school is projected to have a structural deficit, depleting its unrestricted fund balance. |

|  |  |
| --- | --- |
|  | |
| **Measure 3 Rating:** | Choose an item. |
| Subsequent Years Cash Flow — How much money does the school have available to spend? | |
| Meets Standard | Monthly cash flows reflect positive ending cash balances based on the projected general fund revenue and expenditures, and projections appear reasonable. |
| Does Not Meet Standard | At least one subsequent month reflects negative ending cash balances based on the result of projected general fund revenue and expenditures, and/or projections do not appear reasonable. |

### Fiscal Control Indicators

|  |  |
| --- | --- |
|  | |
| **Measure 1 Rating:** | Choose an item. |
| County Office of Education (COE) Financial Reviews – If the COE issues letters or findings regarding the COE’s review of the school’s submitted financial reports, is the school’s governing board receiving copies of them, and is the school addressing any COE concerns? | |
| Meets Standard | The COE financial reviews do not express financial concerns about the school. If there are concerns, the governing board minutes record the board’s receipt of the resulting COE findings, and the board has adopted a plan to resolve the concerns. |
| Does Not Meet Standard | The COE financial findings express financial concerns about the school; either the governing board’s minutes do not record the board’s receipt of the COE findings, and/or the board has not adopted a plan to resolve the concerns. |

|  |  |
| --- | --- |
|  | |
| **Measure 2 Rating:** | Choose an item. |
| Annual Independent Audit — Did the auditors provide an unqualified opinion? | |
| Meets Standard | The school received either of the following:   * An Unqualified Opinion expressed by the independent auditor or * A Qualified Opinion but with no finding of material weaknesses or significant deficiencies |
| Does Not Meet Standard | The school receives a Qualified Opinion finding a material weakness or a significant deficiency that is considered a material weakness. |

## OPERATIONS AND GOVERNANCE

Core Question: Is the charter school operating and governed effectively?

Consistent with the school’s status and responsibilities as a public school, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to financial reporting and compliance, governance, health and safety, personnel, and public transparency.

## Current Year Performance

| Meets Standard | The current year’s oversight did not lead to any findings contrary to the descriptions of each measure. |
| --- | --- |
| Substantially Meets Standard | The school substantially complies in the manner described above; however, some action may be required. |
| Does Not Meet Standard | The school has failed to comply in the manner described above. Action is required. |

|  |  |
| --- | --- |
| Measure 1: Fiscal Reporting | Choose an item. |
| Measure 2: Governance | Choose an item. |
| Measure 3: Health & Safety | Choose an item. |
| Measure 4: Personnel | Choose an item. |
| Measure 5: Transparency | Choose an item. |
| **How did the annual site visit and/or document review support or validate governance and operations findings?** | |
|  | |
| **Provide a brief explanation for the charter school actions required by the authorizer, as written in the *Executive Summary* of the *Performance Progress Report*.** | |
|  | |

## Measures Descriptions

| **Measure 1: Reporting and Compliance** |
| --- |
| **Examples** of charter school compliance include but are not limited to   * Completed “determination of funding,” as applicable [EC §47634.2; Title 5, 11963.2–11963.7] * The charter school annually submits **accurate** reports required under EC §47604.33 * Approved budget, short-term/long-term debt, accruals, accounting, and fiscal policies * School maintains separate accounts for unrestricted and restricted revenues and expenditures per the California School Accounting Manual * On or before December 15 of the subsequent fiscal year, a copy of the audit for the prior year has been provided to the authorizing LEA, the county superintendent of schools of the county in which the charter school is located, the State Controller’s Office, and the California Department of Education, per Education Code §47605(m) and 41020. |

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| **Measure 2: Governance** |
| **Examples** of charter board compliance include but are not limited to   * Structure is consistent with EC §47604 (not for profit) * Board composition is consistent with the approved charter and corporate bylaws and is inclusive of educational partners as decision-makers * Comprehensive set of board policies; reviewed and updated as legal requirements change * Board documents comply with legal requirements (EC § 54954.2, 54954.3, Brown Act) * Receives adequate information to conduct business and holds enough meetings to evaluate the effectiveness of the organization and address all required and necessary business * Actively monitors the school’s fiscal position * Actively monitors implementation and effectiveness of school plans, educational programs, and student academic achievement * Systems for evaluation of school leadership * The board has a regularly occurring training schedule and process for self-evaluation of effectiveness * The board’s ability to effectively lead and provide direction to school leadership, supporting continuous improvement and strong student outcomes * Board meetings are conducted in a professional manner and are welcoming to the public. * Monitors for fiscal integrity and implements systems for fraud prevention |
|  |
| **Measure 3: Health and Safety** | |
| **Examples** of charter school compliance include but are not limited to   * Complete health and safety policies and record of required staff training * Contracting entities provide criminal records * By March 1, annually, the charter school has reviewed and updated the *School Safety Plan* to include all required topics (EC §32282 and 47605) * Provides the authorizer with an updated list of facilities * Meets legal requirements for food service * Fire marshal inspection and Facility inspection (e.g., FIT) * Current/active certificate(s) of occupancy or other required building use authorization * *Certificate of Insurance* aligns with MOU and names authorizer as additional insured * Position-specific safety training (food services, athletic coach) | |
|  | |
| **Measure 4: Personnel** | |
| **Examples** of charter school compliance include but are not limited to   * Complete personnel policies (e.g., sick leave, personal necessity leave, and overtime) * CA Commission on Teacher Credentialing and qualifications required by the federal Every Student Succeeds Act * All teachers have a certificate of clearance and satisfy the requirements for professional fitness (EC §44339, 44340, and 44341) * Staff are appropriately screened, trained, and regularly evaluated | |

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| --- |
| **Measure 5: Transparency (Governance and Operations)** |
| **Examples** of charter school compliance include but are not limited to   * All board meeting documents are publicly posted, and agendas include an opportunity for public comment, including twice the allowed time for the use of a translator * Board meetings are conducted in a location that is welcoming to the public * Transparent policies and practices, including but not limited to   + Conflict of Interest under Government Codes 1090–1099 and 87100–91014   + Code of ethics   + Compliance with the Political Reform Act, Public Records Act, Brown Act * The LCAP complies with legal requirements, including: * Evidence the charter school governing board public hearing, adopted LCAP and submitted it to the charter school authorizer by July 1 (EC §47606.5) * The LCAP is on the required template, aligns with instructions, and posted on the school’s website homepage * The Local Indicators are presented as an informational item at the same meeting at which the LCAP was approved * A mid-year update is presented to the board on or before February 28 * Public posting of other legally required documents |

# PUBLIC POLICY PURPOSE

Core Question: Is the charter school serving public policy purposes?

The charter school materially complies with the charter petition/MOU provisions and its legal responsibilities for implementing the approved education program. It can also validate its benefit to the community and public school system it is intended to serve.

## Current Year Performance

|  |  |
| --- | --- |
| Meets Standard | The current year’s oversight did not lead to any findings contrary to the descriptions of each indicator. |
| Substantially Meets Standard | The school substantially complies in the manner described above; however, some action may be required. |
| Does Not Meet Standard | The school has failed to comply in the manner described above. Action is required. |

|  |  |
| --- | --- |
| Measure 1: Program Implementation | Choose an item. |
| Measure 2: Recruitment | Choose an item. |
| Measure 3: Reflection | Choose an item. |
| **How did the annual site visit and/or document review support or validate the school’s efforts to serve public policy purposes, leading to the above Measure 1 and 2 ratings?** | |
|  | |
| **How does the charter school document efforts to enroll a balance of students, as described in Measure 2 below?** | |
|  | |
| **Provide a brief explanation for the charter school actions required by the authorizer, as written in the *Executive Summary* of the *Performance Progress Report*.** | |
|  | |

## Measure Descriptions

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| --- |
| Measure 1: Education Program Implementation |
| The school implements the material terms of the education program, and the education program in operation reflects the material terms defined in the petition/MOU. |
|  |
| Measure 2: Demonstrated Racial /Ethnic Balance, Special Education, and English Learners |
| The school demonstrates balance in state disaggregated data and/or has documented efforts to enroll a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Education Code §52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted [EC §47605(c)(5)(G)]. |

## Data Quest Enrollment Comparison

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Current Year**  Choose an item. | **[School]** | **[Comparison]** | **[Comparison]** | **[Comparison]** |
| Total Enrolled |  |  |  |  |
| EL |  |  |  |  |
| Foster Youth |  |  |  |  |
| Homeless |  |  |  |  |
| Migrant Ed |  |  |  |  |
| Disabilities |  |  |  |  |
| SE Disadvantaged |  |  |  |  |
| Afr American |  |  |  |  |
| Am Indian |  |  |  |  |
| Asian |  |  |  |  |
| Filipino |  |  |  |  |
| Hispanic/Lat |  |  |  |  |
| Pacific Is |  |  |  |  |
| White |  |  |  |  |
| Two + Races |  |  |  |  |

## Charter Reflection: Serving Community and Public School System Needs

This section allows the school to reflect on its purpose within the community as articulated in the approved petition and aligned with the legislative intent of the CA Charter School *Act*. **Provide written reflections, including quantitative evidence, to support any claims. Cite all data sources.**

|  |
| --- |
| **Measure 3: Charter School Narratives & Authorizer Reflection** |
| **Evidence-Based Reflections** |
| How did the school serve the educational needs of the charter school’s community?   * Improve pupil learning * Increasing learning opportunities, especially the expanded learning experiences for students identified as academically low-achieving * Being accountable for meeting measurable pupil outcomes |
|  |
| How did the school’s presence in the community serve the community’s and the public-school system’s interests regarding the following:   * Use of innovative teaching practices? * Providing parents with expanded choices for public school opportunities? * Providing vigorous competition within the public school system to stimulate continual improvement in all public schools? * Relevant professional learning for teachers and ownership of their educational program? |
|  |
| **Describe the school's aspirations and plans where there is room for improvement in serving public policy purposes.** |
|  |