



Advancing Equity and Access Through Quality Authorizing

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Components of the Annual Report Toolkit

Public Policy Purpose Framework

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

September 2024

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). The first draft of the Public Policy Purpose Framework was added to the Toolkit in the 2024 revisions.

Academic Performance Framework

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

September 2024

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Financial Health and Sustainability Framework

Core Question: Is the charter school financially viable?

September 2024

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Operations and Governance Framework

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

September 2024

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Three Annual Performance Report Options with Annotated Samples

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Annotated Framework and Staff Report

Public Policy Purpose Framework

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

Guides the development of the *Appendix: Staff Report*

- Introductory language
- Annotated Template
 - Explanations
 - Examples

APPENDIX [YEAR] STAFF OVERSIGHT REPORT [School]

The Framework is organized into three performance categories:

- Measure 1a: Implementation
- Measure 1b: Recruitment
- Measure 1c: Reflection

Available in *Grab and Go Tools*:

- Fully formatted and customizable template
- The Staff Report becomes the appendices to the Annual Performance Progress Report

Getting Started

▶ Introduction

- ▶ Baseline to institute performance-based accountability for serving public policy purpose
- ▶ Aligned with the CA Charter Schools Act
- ▶ Focuses on the charter school's implementation of the approved program and recruitment and retention efforts, including demographic data. The charter school is asked to provide an evidence-based self-reflection on its service to the community

▶ Use

- ▶ Academic + Finance + Operational/Governance and Public Policy Frameworks are used annually to assess and document performance
- ▶ Cumulative record across years leading to renewal
- ▶ Basis for honest, transparent, and supportive conversations with schools
- ▶ These reports are summarized in the annual Performance Progress Report for authorizing boards and the public

Is the charter school operating and governed effectively?

Each measure receives a performance rating.

Details of any site visits are documented as relevant to the measures.

A narrative explanation of demographic data is included.

An explanation is provided for any authorizer-required actions.

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 1a: Program Implementation	Meets Standard
Measure 1b: Recruitment	Substantially Meets Standard
Measure 1c: Reflection	Substantially Meets Standard
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?	
The visiting team met with educational partner groups, including the administration, leadership team, teachers, support staff, parents, and students. Discussions with the leadership team gave insight into practices implemented to increase participation in standardized assessments and disaggregate and use data to drive instruction. The leadership team invested time in helping teachers and families understand the importance of assessments and their role in monitoring student growth. Parents shared that the school offers many opportunities for families to receive the support they need. They feel that the school offers many choices for students to be involved and engage in social activities. Teachers shared that leadership is transparent, and they feel they know what is happening. There is great communication between the leadership team and staff, and families feel supported and welcomed by school staff and administration.	
How does the charter school document efforts to enroll a balance of students, as described in Measure 1b below?	
The school has fewer students classified as socioeconomically disadvantaged and a larger enrollment of students identifying as Hispanic/Latino and identified for special education. The school's demographic seems reasonable compared to the district's territorial jurisdiction.	
Provide a brief explanation for the charter school actions required by the authorizer, as written in the Executive Summary of the most recent Performance Progress Report.	
The charter school should address self-reflection questions more fully and include data sources within each section.	

Is the charter school operating and governed effectively?

Data Quest Enrollment Comparison

Current Year 2023-2024	Valley Charter	Hill City District	Sandy Oak School	Juniper Grove School
Total Enrolled	361	1120	421	557
EL	2%	3%	2%	4%
Foster Youth	<1%	1%	<1%	<1%
Homeless	0	1%	0	0
Migrant Ed	8%	2%	6%	9%
Disabilities	19%	12%	14%	15%
SE Disadvantaged	37%	25%	52%	67%
Afr American	1%	5%	<1%	3%
Am Indian	1%	2%	<1%	2%
Asian	1%	1%	0	1%
Filipino	1%	4%	1%	2%
Hispanic/Lat	39%	38%	26%	29%
Pacific Is	0	1%	0	0
White	44%	30%	58%	49%
Two + Races	12%	16%	8%	15%

Demographic data is populated for the charter school and the ‘territorial jurisdiction’ of the authorizer.

The highlight represents an area where there may be a disparity in data.

Is the charter school operating and governed effectively?

The charter school’s narratives are embedded in the Appendix: Staff Report.

In preparation, the charter school leader should be reminded to write for the intended audience and carefully proofread for errors before submitting.

While the authorizing agency may need to make additional grammar, spelling, and typo revisions, the intent of the narrative should not be changed.

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 1c: Charter School Narratives & Authorizer Reflection
Evidence-Based Reflections
How did the school serve the educational needs of the charter school’s community? <ul style="list-style-type: none">• 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
Academic Performance by Subgroup <p>Participation rates in state testing for English Language Arts (ELA) and Math are consistent across all subgroups. However, the typical student enrolling exhibits severe deficits in both credits and skills, with an average reading level equivalent to 5th grade and an average math level equivalent to 3rd grade.</p> <p>In the 2022-2023 ELA CAASPP Results, performance among All Hispanic and Socioeconomically Disadvantaged (SED) students is similar, with All Students scoring 64 points below the standard, Hispanic students scoring 78.5 points below the standard, and SED students scoring 67.7 points below the standard.</p> <p>Similarly, in the 2022-2023 Math CAASPP Results, Hispanic and SED students show comparable performance, with the 'All Student' group scoring 163.4 points below the standard. Hispanic students are 164 points below the standard, and SED students are 168.5 points below the standard. Notably, no performance ratings were provided for African American, Asian, English Learners (EL), Homeless, students of 2+ Races, Special Education (SPED), or White students in either ELA or Math assessments. Additionally, 34.7% of English Learner students demonstrate progress as assessed by their performance on the ELPAC, an increase of 5% from the previous school year.</p>
Lack of Adverse Findings on Disproportionality of Discipline and Identification of SPED <p>The school has never been identified as having 'Significant Disproportionality' for discipline. The overall suspension/expulsion rate is typically 0% annually.</p>



CCAP is here to support you!
Questions: info@calauthorizers.org

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